### Big Ideas/Key Concepts:
- Introduction to the Latin language and pronunciation and derivatives
- Nouns in nominative and accusative cases
- Simple verb forms
- Subject, object, and verb agreement in Latin sentences
- Adjectives and their agreement with Latin nouns
- Identifying family relationships
- Daily life of early Romans

### BYOT
- I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

### Standard ALIRA Performance Target: N3
### Honors ALIRA Performance Target: N4

### Note to Teachers
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

### TN World Language Standards

<table>
<thead>
<tr>
<th>Interpretive Listening: Novice Mid</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORNERSTONE: Communication (C1) Interpretive Communication — Listening</td>
<td>I can read aloud a Latin passage, using proper pronunciation and accent.</td>
</tr>
<tr>
<td>Standard C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics. Novice Mid Learners recognize memorized words and phrases to CL.C1.1.NM.a identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). CL.C1.1.NM.b isolate words and phrases learned for specific purposes.</td>
<td>I can recognize nominative plural of 1st declension nouns and adjectives.</td>
</tr>
<tr>
<td>Interpreive Reading: Novice High</td>
<td>I can recognize the 3rd person plural forms of verbs.</td>
</tr>
<tr>
<td>CORNERSTONE: Communication (C1) Interpretive Communication — Reading</td>
<td>I can identify and distinguish subjects, verbs, linking verbs, and complements.</td>
</tr>
<tr>
<td>Standard C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics. Novice High Learners begin to recognize simple sentences to</td>
<td>I can interpret the concept of agreement of subject and verb in number (S/P).</td>
</tr>
<tr>
<td></td>
<td>I can identify and distinguish singular and plural verbs and 1st and 2nd declension nouns and adjectives.</td>
</tr>
</tbody>
</table>
CL.C1.2.NH.a understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
CL.C1.2.NH.b understand the main idea of written materials.
CL.C1.2.NH.c distinguish grammatical structures to comprehend the message of simple texts.
CL.C1.2.NH.d use word endings and grammatical functions to understand texts.
CL.C1.2.NH.e comprehend simple written questions related to a familiar text.

Presentational Speaking: Novice Low
CORNERSTONE: Communication (C1) Presentational — Speaking
Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low Learners use memorized words and some phrases to
CL.C1.3.NL.a recite what they have learned.
CL.C1.3.NL.b state the names of familiar people, places, and objects with visual support.
CL.C1.3.NL.c introduce oneself to a group.

Presentational Writing: Novice Mid
CORNERSTONE: Communication (C1) Presentational - Writing
Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Mid Learners use memorized words and phrases to
CL.C1.4.NM.a write about oneself.

CORNERSTONE: Culture (C2) Novice Range
Relating Cultural Practices to Perspectives
Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

I can identify examples of accusative case (direct objects/prepositions ad/in).
I can recognize and translate infinitives.
I can organize verbs into four Latin conjugations, based on their infinitive forms.
I can demonstrate why and how a Latin adjective must agree with the noun it modifies in gender, number and case.
I can identify infinitives used with the impersonal verb necesse est.
I can define the terms case, declension, nominative, and accusative.
I can organize nouns into 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} declensions.
I can discuss the history of the Latin language.
I can label the boundaries of the Roman World in 1\textsuperscript{st} century B.C.E.
I can explain hierarchy and roles of Roman families and advantages/disadvantages of hierarchy.
I can identify the differences between Roman and modern dress.
I can determine the importance of class distinction through dress in Roman society.
I can retell the legend of Aeneas and interpret the importance of Aeneas to Roman ideals.
Novice Range Learners
CL.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.
CL.C2.1.NR.b identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).
CL.C2.1.NR.c use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues).
CL.C2.1.NR.d draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
CL.C2.1.NR.e list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.
CL.C2.1.NR.f describe practices observed in a visual representation or text in a classical culture.
CL.C2.1.NR.g describe simple interactions from daily life in the classical culture.

**CORNERSTONE: Culture (C2) Novice Range**
**Relating Cultural Products to Perspectives**
**Standard C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.**
Novice Range Learners
CL.C2.2.NR.a observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.
CL.C2.2.NR.b identify cultural products and their purposes in classical culture.
CL.C2.2.NR.c demonstrate the relationship between products, practices, and perspectives.
CL.C2.2.NR.d identify the author and place of origin of short poems, stories, and plays from the classical culture.
CL.C2.2.NR.e provide simple reasons for the role and importance of products from the classical culture.

I can infer how the structure of a Roman villa reflected practices and values of Romans.
I can recognize and identify Latin derivatives of English words.
I can look up words in an English dictionary and determine their etymological origin.
I can explain how the myths of ancient culture helped their society explain scientific and natural phenomena.
I can rearrange and translate a Latin sentence with English word order.
I can recognize and define nouns, adjectives, and verbs in Latin and English.
I can distinguish between Latin and English inflection and word order.
I can compare and contrast Roman households with my own.
I can explain the role of Anglo-Saxon and Latin in giving rise to the English language.
### CORNERSTONE: Connections (C3) Novice Range

#### Making Connections

**Standard C3.1** Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

**Novice Range Learners**

- **CL.C3.1.NR.a** identify and label maps of the classical world.
- **CL.C3.1.NR.b** identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
- **CL.C3.1.NR.c** recognize and use Roman numerals and the vocabulary associated with counting.
- **CL.C3.1.NR.d** read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).
- **CL.C3.1.NR.e** compare songs or chants with simple lyrics.
- **CL.C3.1.NR.f** identify the planets and some constellations and the inspirations for their names.
- **CL.C3.1.NR.g** investigate schools in the classical world and compare them to their own school.
- **CL.C3.1.NR.h** examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.
- **CL.C3.1.NR.i** distinguish how the diets of classical culture relate to our eating habits today.
- **CL.C3.1.NR.j** identify how classical languages are used to name scientific terms (e.g., parts of the human body, animals, and plants).

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### CORNERSTONE: Connections (C3) Novice Range

#### Acquiring Information and Diverse Perspectives

**Standard C3.2** Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

**Novice Range Learners**
<table>
<thead>
<tr>
<th>CORNERSTONE: Comparisons (C4) Novice Range</th>
<th>Language Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice Range Learners</strong></td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.a identify classical elements of a work of art.</td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.b determine words that originate from the target language.</td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.c predict the nature of planets based on the characteristics of the Roman gods after which they are named.</td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.d identify the properties of plants based the classical roots of their names.</td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.e identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.</td>
<td></td>
</tr>
<tr>
<td>CL.C3.2.NR.f examine specific family-related vocabulary that may not have equivalents in one’s native language.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.a cite and use examples of words from the target language that are similar to one’s own language.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.b recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.c compare word order in simple sentences of the target language to one’s own language.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.e identify cognates and derivatives between the target language and one’s own language and explain the patterns that connect them.</td>
<td></td>
</tr>
<tr>
<td>CL.C4.1.NR.f recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.</td>
<td></td>
</tr>
</tbody>
</table>
**Cultural Comparisons**

**Standard C4.2** Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Novice Range Learners
CL.C4.2.NR.a contrast tangible and intangible products of classical cultures to one’s own.
CL.C4.2.NR.b compare simple patterns of behavior of classical cultures to one’s own.
CL.C4.2.NR.c explore celebrations and holidays from one’s own culture and those in the classical cultures.
CL.C4.2.NR.d identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

**CORNERSTONE: Communities (C5) Novice Range**

**School and Global Communities**

**Standard C5.1** Use the language to interact both within and beyond the classroom.

Novice Range Learners
CL.C5.1.NR.a identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).
CL.C5.1.NR.b research opportunities for participation in school, community, or language competitions.
CL.C5.1.NR.c explore words from the Classical world that are present in the English and Romance languages.
CL.C5.1.NR.d identify professions in which knowledge the Classical world is beneficial.
CL.C5.1.NR.e explore the classical world’s presence in the community (e.g., museum exhibitions, documentaries).
CL.C5.1.NR.f communicate with other target language learners in person or through use of technology.
CL.C5.1.NR.g simulate interactions that might have taken place in the Classical world.
## CORNERSTONE: Communities (C5) Novice Range
### Lifelong Learning
Standard C5.2 Use the target language for enrichment and advancement.
Novice Range Learners
CL.C5.2.NR.a interpret materials and/or use media from the target language and culture.
CL.C5.2.NR.b exchange information about topics of personal interest.
CL.C5.2.NR.c identify music or songs in the target language.
CL.C5.2.NR.d set learning goals for language acquisition.

### Honors Addendum
Note to Teachers of Honors Courses: This content should be embedded in the course throughout the quarter.

<table>
<thead>
<tr>
<th>Teachers should present the following content as it correlates to an ‘I can’ statements listed above for this quarter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read words, phrases, and simple sentences.</td>
</tr>
<tr>
<td>I can give idiomatic translations for <em>iter facere</em>, <em>memoriā tenēre</em>, and <em>prīmā lūce</em>, along with other common idioms.</td>
</tr>
<tr>
<td>I can recognize and translate the interrogative <em>quis</em> (nominative only) and <em>quid</em> (nominative and accusative only).</td>
</tr>
<tr>
<td>I can translate the enclitics –<em>ne</em> and –<em>que</em> in context.</td>
</tr>
<tr>
<td>I can identify and translate the present active infinitive.</td>
</tr>
<tr>
<td>I can identify the use of nominative case as the subject and as a predicate nominative.</td>
</tr>
<tr>
<td>I can identify the use of accusative case as a direct object.</td>
</tr>
<tr>
<td>I can respond appropriately to oral prompts, such as <em>Quid est nōmen tibi? Salvē! Salvēte! Grātiās tibi agō; Sōl lūcet; Adsum.</em></td>
</tr>
<tr>
<td>I can identify important Italian locations, such as Ostia, Pompeii, Mt. Vesuvius, Brundisium, and the Apennine Mountains.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>I can identify provinces and major cities, such as Africa, Athens, Gaul, Carthage, Asia Minor, and Troy.</td>
</tr>
<tr>
<td>I can identify terms referring to housing, such as <em>trīclīnium</em> and <em>insulae</em>.</td>
</tr>
<tr>
<td>I can identify terms referring to clothing, such as <em>toga</em>, <em>tunica</em>, and <em>stola</em>.</td>
</tr>
<tr>
<td>I can use the knowledge of Latin roots, prefixes, and suffixes to define English words, such as sedentary, sorority, puerile, and quadruped.</td>
</tr>
<tr>
<td>I can identify important facts about the Trojan War.</td>
</tr>
<tr>
<td>I can give the modern context in which one might use a Latin expression, motto, or abbreviation, such as <em>summā cum laude</em>; <em>per annum</em>; <em>i.e.</em>; <em>A.D.</em>; <em>e.g.</em>; <em>etc.</em>; and <em>S.P.Q.R.</em></td>
</tr>
</tbody>
</table>
Big Ideas/Key Concepts:
- Vocative Case (Noun of Direct Address) and Imperative Mood Verbs
- Ablative and Genitive Cases
- Identifying four conjugations of verbs
- Conjugating verbs in present and imperfect tenses
- Identifying 3rd declension i-Stem nouns; forming and identifying adverbs
- Patria Potestas
- Major Gods and Goddesses of Ancient Rome
- Treatment of Slaves
- Roman Nomenclature
- The Founding of Rome
- The Seven Kings of Rome

BYOT
- I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Standard ALIRA Performance Target: N3

Honors ALIRA Performance Target: N4

Note to Teachers
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

<table>
<thead>
<tr>
<th>TN World Language Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening: Novice Mid</td>
<td>I can formulate a method for understanding Latin sentences by examining endings.</td>
</tr>
<tr>
<td>CORNERSTONE: Communication (C1) Interpretive Communication — Listening</td>
<td>I can conjugate verbs, including esse, in the present tense.</td>
</tr>
<tr>
<td>Standard C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</td>
<td>I can recognize and use personal verb endings in context.</td>
</tr>
<tr>
<td>Novice Mid Learners recognize memorized words and phrases to CL.C1.1.NM.a identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). CL.C1.1.NM.b isolate words and phrases learned for specific purposes.</td>
<td>I can identify words in vocative case in context and explain the case’s function.</td>
</tr>
</tbody>
</table>
Interpretive Reading: Novice High
CORNERSTONE: Communication (C1) Interpretive Communication — Reading
Standard C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Novice High Learners begin to recognize simple sentences to
CL.C1.2.NH.a understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
CL.C1.2.NH.b understand the main idea of written materials.
CL.C1.2.NH.c distinguish grammatical structures to comprehend the message of simple texts.
CL.C1.2.NH.d use word endings and grammatical functions to understand texts.
CL.C1.2.NH.e comprehend simple written questions related to a familiar text.

Presentational Speaking: Novice Low
CORNERSTONE: Communication (C1) Presentational — Speaking
Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low Learners use memorized words and some phrases to
CL.C1.3.NL.a recite what they have learned.
CL.C1.3.NL.b state the names of familiar people, places, and objects with visual support.
CL.C1.3.NL.c introduce oneself to a group.

Presentational Writing: Novice Mid
CORNERSTONE: Communication (C1) Presentational - Writing
Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Mid Learners use memorized words and phrases to
I can decline a noun in nominative, accusative, ablative, or vocative cases.
I can explain the use of accusative and ablative cases after prepositions.
I can ask and answer questions in Latin, responding with prepositional phrases.
I can form and recognize positive and negative imperatives for verbs in all 4 conjuctions.
I can give any requested form of a verb from any conjugation in the present indicative.
I can separate verbs into the 4 conjuctions.
I can recognize the use of the infinitive with accusative after docere and iubere.
I can engage in a Latin conversation using the genitive case to show possession.
I can recognize and translate the genitive case, explain the uses for the genitive case, etc.
I can explain the uses for the ablative case (time when, w/in which, means, manner).
I can adopt my own Latin motto.
I can identify 3rd declension i-stem nouns.
<table>
<thead>
<tr>
<th><strong>CL.C1.4.NM.a</strong> write about oneself.</th>
<th>I can recognize and translate the imperfect tense for regular and irregular verbs.</th>
</tr>
</thead>
</table>
| **CORNERSTONE: Culture (C2) Novice Range**
**Relating Cultural Practices to Perspectives**
**Standard C2.1** Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Novice Range Learners
CL.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.
CL.C2.1.NR.b identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).
CL.C2.1.NR.c use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues).
CL.C2.1.NR.d draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
CL.C2.1.NR.e list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.
CL.C2.1.NR.f describe practices observed in a visual representation or text in a classical culture.
CL.C2.1.NR.g describe simple interactions from daily life in the classical culture. |
| I can recognize and translate verbs in the imperfect tense and conjugate verbs in imperfect. |
| **CL.C2.1.NR.b** identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations). |
| I can conjugate *esse* and *posse* in present and imperfect tenses. |
| **CL.C2.1.NR.c** use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues). |
| I can give the Latin for the requested English imperfect form in a Latin sentence. |
| **CL.C2.1.NR.d** draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. |
| I explain the importance of *Patria Potestas* to Roman parent-child relationships. |
| **CL.C2.1.NR.e** list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture. |
| I can identify the Roman names of the deities of Mt. Olympus and their importance. |
| **CL.C2.1.NR.f** describe practices observed in a visual representation or text in a classical culture. |
| I can explain how the founding of Rome legend reflects values of Ancient Roman culture. |
| **CL.C2.1.NR.g** describe simple interactions from daily life in the classical culture. |
| I can determine how Romans viewed their origins from Livy’s acct. of 7 Kings of Rome. |
| **CORNERSTONE: Culture (C2) Novice Range**
**Relating Cultural Products to Perspectives**
**Standard C2.2** Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
Novice Range Learners
CL.C2.2.NR.a observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.
CL.C2.2.NR.b identify cultural products and their purposes in classical culture. |
<p>| I can explain contributions kings made to the growth and prosperity of Rome. |
| I can identify how the legends of the kings affected viewpoints of average citizen or politician. |
| I can recognize and identify Latin derivatives of English words. |
| I can recognize English nouns and adjectives with Latin roots. |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL.C2.2.NR.c demonstrate the relationship between products, practices, and perspectives.</td>
<td>I can determine the meaning of an English word from the meaning of a Latin verb.</td>
</tr>
<tr>
<td>CL.C2.2.NR.d identify the author and place of origin of short poems, stories, and plays from the classical culture.</td>
<td>I can interpret art using symbols from the founding of Rome.</td>
</tr>
<tr>
<td>CL.C2.2.NR.e provide simple reasons for the role and importance of products from the classical culture.</td>
<td>I can rearrange and translate a Latin sentence with English word order.</td>
</tr>
</tbody>
</table>

**CORNERSTONE: Connections (C3) Novice Range**

**Making Connections**

**Standard C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.**

**Novice Range Learners**

- **CL.C3.1.NR.a** identify and label maps of the classical world.
- **CL.C3.1.NR.b** identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
- **CL.C3.1.NR.c** recognize and use Roman numerals and the vocabulary associated with counting.
- **CL.C3.1.NR.d** read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).
- **CL.C3.1.NR.e** compare songs or chants with simple lyrics.
- **CL.C3.1.NR.f** identify the planets and some constellations and the inspirations for their names.
- **CL.C3.1.NR.g** investigate schools in the classical world and compare them to their own school.
- **CL.C3.1.NR.h** examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.
- **CL.C3.1.NR.i** distinguish how the diets of classical culture relate to our eating habits today.
- **CL.C3.1.NR.j** identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants).
**CORNERSTONE: Connections (C3) Novice Range**
**Acquiring Information and Diverse Perspectives**

**Standard C3.2** Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice Range Learners

CL.C3.2.NR.a identify classical elements of a work of art.
CL.C3.2.NR.b determine words that originate from the target language.
CL.C3.2.NR.c predict the nature of planets based on the characteristics of the Roman gods after which they are named.
CL.C3.2.NR.d identify the properties of plants based the classical roots of their names.
CL.C3.2.NR.e identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.
CL.C3.2.NR.f examine specific family-related vocabulary that may not have equivalents in one’s native language.

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**CORNERSTONE: Comparisons (C4) Novice Range**
**Language Comparisons**

**Standard C4.1** Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

Novice Range Learners

CL.C4.1.NR.a cite and use examples of words from the target language that are similar to one’s own language.
CL.C4.1.NR.b recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.
CL.C4.1.NR.c compare word order in simple sentences of the target language to one’s own language.
CL.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.
CL.C4.1.NR.e identify cognates and derivatives between the target language and one’s own language and explain the patterns that connect them.

CL.C4.1.NR.f recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.

**CORNERSTONE: Comparisons (C4) Novice Range**

**Cultural Comparisons**

**Standard C4.2** Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Novice Range Learners

CL.C4.2.NR.a contrast tangible and intangible products of classical cultures to one’s own.

CL.C4.2.NR.b compare simple patterns of behavior of classical cultures to one’s own.

CL.C4.2.NR.c explore celebrations and holidays from one’s own culture and those in the classical cultures.

CL.C4.2.NR.d identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

**CORNERSTONE: Communities (C5) Novice Range**

**School and Global Communities**

**Standard C5.1** Use the language to interact both within and beyond the classroom.

Novice Range Learners

CL.C5.1.NR.a identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).

CL.C5.1.NR.b research opportunities for participation in school, community, or language competitions.

CL.C5.1.NR.c explore words from the Classical world that are present in the English and Romance languages.

CL.C5.1.NR.d identify professions in which knowledge the Classical world is beneficial.
CL.C5.1.NR.e explore the classical world’s presence in the community (e.g., museum exhibitions, documentaries).
CL.C5.1.NR.f communicate with other target language learners in person or through use of technology.
CL.C5.1.NR.g simulate interactions that might have taken place in the Classical world.

**CORNERSTONE: Communities (C5) Novice Range**

**Lifelong Learning**

**Standard C5.2 Use the target language for enrichment and advancement.**

Novice Range Learners

<table>
<thead>
<tr>
<th>CL.C5.2.NR.a</th>
<th>interpret materials and/or use media from the target language and culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL.C5.2.NR.b</td>
<td>exchange information about topics of personal interest.</td>
</tr>
<tr>
<td>CL.C5.2.NR.c</td>
<td>identify music or songs in the target language.</td>
</tr>
<tr>
<td>CL.C5.2.NR.d</td>
<td>set learning goals for language acquisition.</td>
</tr>
</tbody>
</table>

**Honors Addendum**

Note to Teachers of Honors Courses: This content should be embedded in the course throughout the quarter.

<table>
<thead>
<tr>
<th>Teachers should present the following content as it correlates to an ‘I can’ statements listed above for this quarter.</th>
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<tr>
<td>I can read words, phrases, and simple sentences.</td>
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<tr>
<td>I can give idiomatic translations for <em>iter facere</em>, <em>memoriā tenēre</em>, and <em>prīmā lūce</em>, along with other common idioms.</td>
</tr>
<tr>
<td>I can use the knowledge of Latin roots, prefixes, and suffixes to define English words, such as sedentary, sorority, puerile, and quadruped.</td>
</tr>
<tr>
<td>I can give the modern context in which one might use a Latin expression, motto, or abbreviation, such as <em>summā cum laude</em>; <em>per annum</em>; <em>i.e.</em>; <em>A.D.</em>; <em>e.g.</em>; <em>etc.</em>; and <em>S.P.Q.R.</em></td>
</tr>
<tr>
<td>I can identify the use of vocative case as direct address.</td>
</tr>
</tbody>
</table>
I can identify the use of ablative case as the object of the prepositions *ab, cum, dē, ex, in, prō, sine, and sub.*

I can identify Olympian deities and associated myths, such as Daphne and Apollo, Arachne and Minerva, and Midas.

I can identify the use of accusative case as the object of the prepositions *ad, ante, circum, contrā, in, inter, per, post, prope,* and *trans.*

I can identify and translate forms of imperative verbs and negative imperative verbs with *nōlī* and *nōlīte.*

I can identify the form of nouns in first, second, and third declensions.

I can identify the use of genitive case as possession.

I can translate the interrogatives *cūr, ubi,* and *quōmodo.*

I can identify the use of ablative case as accompaniment.

I can identify the use of ablative case as means/instrument.

I can identify the use of ablative case as manner.

I can translate the adverbs *crās, herī, ibi, mox, numquam, saepe, statim, subitō, tum, ubi, bene,* and *male* in context.

I can translate positive forms of adverbs from first and second declension adjectives.

I can translate *quam* meaning “how” with adjectives and adverbs.
2019-2020, HS, Classical Languages, Latin 1, Quarter 3

Big Ideas/Key Concepts:
- Neuter nouns, 3rd declension adjectives
- Agreement of nouns and adjectives
- Perfect tense
- Subordinate conjunction *dum*
- Use of infinitives
- Roman numerals
- Legendary heroes of Early Rome
- Roman hospitality and travel
- The Early Roman Republic

BYOT
- I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Standard ALIRA Performance Target: N3

Honors ALIRA Performance Target: N4

Note to Teachers
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening: Novice Mid</td>
<td>I can ask and answer questions using Roman numbers and numerals.</td>
</tr>
<tr>
<td>CORNERSTONE: Communication (C1) Interpretive Communication — Listening</td>
<td>I can create sentences incorporating neuter nouns.</td>
</tr>
<tr>
<td>Standard C1.1 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</td>
<td>I can identify and decline neuter nouns of the 2nd and 3rd declensions and restate rules regarding neuters.</td>
</tr>
<tr>
<td>Novice Mid Learners recognize memorized words and phrases to CL.C1.1.NM.a identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). CL.C1.1.NM.b isolate words and phrases learned for specific purposes.</td>
<td>I can make adjectives agree with their nouns and identify noun-adjectives pairs.</td>
</tr>
</tbody>
</table>

Interpretive Reading: Novice High
**CORNERSTONE: Communication (C1) Interpretive Communication — Reading**

**Standard C1.2 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.**  
Novice High Learners begin to recognize simple sentences to understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.  
CL.C1.2.NH.a understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.  
CL.C1.2.NH.b understand the main idea of written materials.  
CL.C1.2.NH.c distinguish grammatical structures to comprehend the message of simple texts.  
CL.C1.2.NH.d use word endings and grammatical functions to understand texts.  
CL.C1.2.NH.e comprehend simple written questions related to a familiar text.

**Presentational Speaking: Novice Low**

**CORNERSTONE: Communication (C1) Presentational — Speaking**

**Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.**  
Novice Low Learners use memorized words and some phrases to recite what they have learned.  
CL.C1.3.NL.a recite what they have learned.  
CL.C1.3.NL.b state the names of familiar people, places, and objects with visual support.  
CL.C1.3.NL.c introduce oneself to a group.

**Presentational Writing: Novice Mid**

**CORNERSTONE: Communication (C1) Presentational - Writing**

**Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.**  
Novice Mid Learners use memorized words and phrases to write about oneself.  
CL.C1.4.NM.a write about oneself.

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| I can translate the irregular verbs *velle*, *nolle*, *ire*, and *ferre* in context and explain patterns. |
| I can decline 3rd declension adjectives. |
| I can recognize and translate verbs in the perfect tense, using several English variations. |
| I can organize and find patterns in the 3rd principal parts of Latin verbs. |
| I can write the principal parts of Latin verbs encountered so far and explain their function. |
| I can locate infinitives in a Latin passage and explain their uses. |
| I can recall and recognize patterns of all 4 principal parts of a verb when given one to identify. |
| I can differentiate between the perfect and imperfect tenses. |
| I can explain the function of the perfect tense. |
| I can differentiate between the use of *dum* with present or perfect tense in Latin sentences. |
| I can evaluate the importance of heroes to ancient Romans. |
| I can recall some common places for graffiti and identify features of tomb inscriptions. |
| I can write a report on Roman travel and plights of ancient travelers. |
| I can explain the Roman relationship of *hospitium* (guest/host). |
**CORNERSTONE: Culture (C2) Novice Range**  
**Relating Cultural Practices to Perspectives**  
**Standard C2.1** Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.  
Novice Range Learners  
CL.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.  
CL.C2.1.NR.b identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).  
CL.C2.1.NR.c use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues).  
CL.C2.1.NR.d draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.  
CL.C2.1.NR.e list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.  
CL.C2.1.NR.f describe practices observed in a visual representation or text in a classical culture.  
CL.C2.1.NR.g describe simple interactions from daily life in the classical culture.  

**CORNERSTONE: Culture (C2) Novice Range**  
**Relating Cultural Products to Perspectives**  
**Standard C2.2** Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.  
Novice Range Learners  
CL.C2.2.NR.a observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.  
CL.C2.2.NR.b identify cultural products and their purposes in classical culture.  
CL.C2.2.NR.c demonstrate the relationship between products, practices, and perspectives.  

---  
I can compare the accommodations of a villa vs. an inn and support Romans’ preferences.  
I can identify Latin derivatives, new English vocabulary words from the text vocabulary.  
I can identify and define English words derived from Latin words for numbers.  
I can find examples of Roman numerals used in the community.  
I can interpret artwork that incorporates legends of Roman heroes.  
I can rearrange and translate a Latin sentence with English word order.  
I can organize the rules for Roman numerals and evaluate this system of numbering.  
I can find similarities and differences in meaning between English words and the original Latin.  
I can compare examples of individual heroism from fairy tales, history, and Hollywood.
CL.C2.2.NR.d identify the author and place of origin of short poems, stories, and plays from the classical culture.  
CL.C2.2.NR.e provide simple reasons for the role and importance of products from the classical culture.

CORNERSTONE: Connections (C3) Novice Range  
Making Connections  
Standard C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.  
Novice Range Learners  
CL.C3.1.NR.a identify and label maps of the classical world.  
CL.C3.1.NR.b identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).  
CL.C3.1.NR.c recognize and use Roman numerals and the vocabulary associated with counting.  
CL.C3.1.NR.d read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).  
CL.C3.1.NR.e compare songs or chants with simple lyrics.  
CL.C3.1.NR.f identify the planets and some constellations and the inspirations for their names.  
CL.C3.1.NR.g investigate schools in the classical world and compare them to their own school.  
CL.C3.1.NR.h examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.  
CL.C3.1.NR.i distinguish how the diets of classical culture relate to our eating habits today.  
CL.C3.1.NR.j identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants).
### Acquiring Information and Diverse Perspectives

**Standard C3.2** Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

**Novice Range Learners**

CL.C3.2.NR.a identify classical elements of a work of art.

CL.C3.2.NR.b determine words that originate from the target language.

CL.C3.2.NR.c predict the nature of planets based on the characteristics of the Roman gods after which they are named.

CL.C3.2.NR.d identify the properties of plants based the classical roots of their names.

CL.C3.2.NR.e identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.

CL.C3.2.NR.f examine specific family-related vocabulary that may not have equivalents in one’s native language.

### CORNERSTONE: Comparisons (C4) Novice Range

**Language Comparisons**

**Standard C4.1** Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

**Novice Range Learners**

CL.C4.1.NR.a cite and use examples of words from the target language that are similar to one’s own language.

CL.C4.1.NR.b recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.

CL.C4.1.NR.c compare word order in simple sentences of the target language to one’s own language.

CL.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.
CL.C4.1.NR.e identify cognates and derivatives between the target language and one’s own language and explain the patterns that connect them.
CL.C4.1.NR.f recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.

CORNERSTONE: Comparisons (C4) Novice Range
Cultural Comparisons
Standard C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.
Novice Range Learners
CL.C4.2.NR.a contrast tangible and intangible products of classical cultures to one’s own.
CL.C4.2.NR.b compare simple patterns of behavior of classical cultures to one’s own.
CL.C4.2.NR.c explore celebrations and holidays from one’s own culture and those in the classical cultures.
CL.C4.2.NR.d identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

CORNERSTONE: Communities (C5) Novice Range
School and Global Communities
Standard C5.1 Use the language to interact both within and beyond the classroom.
Novice Range Learners
CL.C5.1.NR.a identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).
CL.C5.1.NR.b research opportunities for participation in school, community, or language competitions.
CL.C5.1.NR.c explore words from the Classical world that are present in the English and Romance languages.
CL.C5.1.NR.d identify professions in which knowledge the Classical world is beneficial.
CL.C5.1.NR.e explore the classical world's presence in the community (e.g., museum exhibitions, documentaries).
CL.C5.1.NR.f communicate with other target language learners in person or through use of technology.
CL.C5.1.NR.g simulate interactions that might have taken place in the Classical world.

**CORNERSTONE: Communities (C5) Novice Range**

*LifeLong Learning*

**Standard C5.2 Use the target language for enrichment and advancement.**

Novice Range Learners

- CL.C5.2.NR.a interpret materials and/or use media from the target language and culture.
- CL.C5.2.NR.b exchange information about topics of personal interest.
- CL.C5.2.NR.c identify music or songs in the target language.
- CL.C5.2.NR.d set learning goals for language acquisition.

**Honors Addendum**

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<td>I can give the modern context in which one might use a Latin expression, motto, or abbreviation, such as <em>summā cum laude; per annum; i.e.; A.D.; e.g.; etc.; and S.P.Q.R.</em></td>
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<td>I can identify kings of Rome and early Roman heroes, such as Romulus, Tarquinius Superbus, Horatius, and Cincinnatus.</td>
</tr>
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<td>I can identify basic historical divisions (Monarchy, Republic, Empire) and associated terms (king, consul, and emperor).</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>I can recognize and translate the interrogative <em>quot</em>.</td>
</tr>
<tr>
<td>I can identify and translate cardinal numbers <em>ūnus-vīгintī, centum</em> and <em>mīlle</em>.</td>
</tr>
<tr>
<td>I can give the corresponding Roman numeral for Arabic numerals 1-1000.</td>
</tr>
<tr>
<td>I can change the form of an adjective so that it agrees with a given noun.</td>
</tr>
</tbody>
</table>
Big Ideas/Key Concepts:
- Dative Forms and Uses
- Future, Pluperfect, and Future Perfect Tenses in Indicative Mood/Active Voice
- Adjectives as Substantives
- 4th and 5th Declension Nouns
- Partitive Genitive Forms
- Demonstrative Adjectives and Pronouns: *Hic* and *Ille*
- Personal and Reflexive Pronouns
- Roman architecture, including aqueducts and buildings
- Expansion of Rome throughout Europe and Northern Africa
- The Punic Wars

BYOT
- I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Standard ALIRA Performance Target: N3

Honors ALIRA Performance Target: N4

Note to Teachers
- Use authentic resources when planning for instruction.
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<td>CORNERSTONE: Communication (C1) Interpretive Communication — Listening</td>
<td>I can differentiate between dative and ablative forms.</td>
</tr>
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<td>Standard C1.1Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</td>
<td>I can explain the uses of the dative case (indirect object, intransitive verbs, impersonals, etc.) and recognize special verbs that take the dative.</td>
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<td>Novice Mid Learners recognize memorized words and phrases to CL.C1.1.NM.a identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). CL.C1.1.NM.b isolate words and phrases learned for specific purposes.</td>
<td>I can compare original meaning of Latin words to the current meaning of English cognates.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Standard C1.2</strong> Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</td>
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<td>Novice High Learners begin to recognize simple sentences to understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.</td>
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<tr>
<td>CL.C1.2.NH.a understand familiar words, phrases, and sentences.</td>
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<td>CL.C1.2.NH.b understand the main idea of written materials.</td>
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<td>CL.C1.2.NH.c distinguish grammatical structures to comprehend the message of simple texts.</td>
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<td>CL.C1.2.NH.d use word endings and grammatical functions to understand texts.</td>
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<td>CL.C1.2.NH.e comprehend simple written questions related to a familiar text.</td>
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<tbody>
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<td><strong>Standard C1.3</strong> Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</td>
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<td>Novice Low Learners use memorized words and some phrases to recite what they have learned.</td>
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<tr>
<td>CL.C1.3.NL.a state the names of familiar people, places, and objects with visual support.</td>
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<td>CL.C1.3.NL.b introduce oneself to a group.</td>
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<tr>
<th>CORNERSTONE: Communication (C1) Presentational - Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard C1.4</strong> Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</td>
</tr>
<tr>
<td>Novice Mid Learners use memorized words and phrases to write about oneself.</td>
</tr>
<tr>
<td>I can write future tense forms for all conjugations of verbs and translate them into English.</td>
</tr>
<tr>
<td>I can differentiate between present tense, future tense, and imperfect tense.</td>
</tr>
<tr>
<td>I can write out forms of Latin adjectives and can translate substantive adjectives.</td>
</tr>
<tr>
<td>I can explain the function and features of the aqueduct system.</td>
</tr>
<tr>
<td>I can compare challenges of building and maintaining aqueduct systems with modern times.</td>
</tr>
<tr>
<td>I can conjugate a verb in the pluperfect tense and the future perfect tense.</td>
</tr>
<tr>
<td>I can recognize intransitive compound verbs that take the dative case.</td>
</tr>
<tr>
<td>I can compare the function of the dative case in Latin to similar English constructions.</td>
</tr>
<tr>
<td>I can identify ablative of cause in context.</td>
</tr>
<tr>
<td>I can explain causes and consequences of the Carthaginian (Punic) Wars.</td>
</tr>
<tr>
<td>I can decline nouns in the 4&lt;sup&gt;th&lt;/sup&gt; and 5&lt;sup&gt;th&lt;/sup&gt; declensions.</td>
</tr>
<tr>
<td>I can identify and translate the partitive genitive.</td>
</tr>
<tr>
<td>I can explain function of columns and porticos and label major buildings in Roman Forum.</td>
</tr>
</tbody>
</table>
CORNERSTONE: Culture (C2) Novice Range
Relating Cultural Practices to Perspectives
Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Novice Range Learners
CL.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.
CL.C2.1.NR.b identify age-appropriate cultural activities (e.g., games, coming of-age rituals, storytelling, and dramatizations).
CL.C2.1.NR.c use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues).
CL.C2.1.NR.d draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
CL.C2.1.NR.e list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.
CL.C2.1.NR.f describe practices observed in a visual representation or text in a classical culture.
CL.C2.1.NR.g describe simple interactions from daily life in the classical culture.

CORNERSTONE: Culture (C2) Novice Range
Relating Cultural Products to Perspectives
Standard C2.2 Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
Novice Range Learners
CL.C2.2.NR.a observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture.
CL.C2.2.NR.b identify cultural products and their purposes in classical culture.
CL.C2.2.NR.c demonstrate the relationship between products, practices, and perspectives.
I can write all the forms for *hic* (this) and *ille* (that) and compare endings with other nouns.
I can create a timeline charting the course of Roman expansion in the Mediterranean.
I can recognize and use the forms of personal pronouns and possessive adjectives.
I can compare real Latin to the English translation, identifying certain words and phrases.
I can explain the importance of chariot racing to the Roman society.
I can read and understand inscriptions about charioteers.
I can identify Latin derivatives, new English vocabulary words from the text vocabulary.
I can explain the use of certain Latin expressions in English.
I can identify and define Latin derivative prefixes and compound verbs.
I can give the full Latin, translation, and use of common abbreviations.
I can identify linguistic patterns in the formation of compound verbs.
<table>
<thead>
<tr>
<th>CL.C2.2.NR.d</th>
<th>identify the author and place of origin of short poems, stories, and plays from the classical culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL.C2.2.NR.e</td>
<td>provide simple reasons for the role and importance of products from the classical culture.</td>
</tr>
</tbody>
</table>

**CORNERSTONE: Connections (C3) Novice Range**

**Making Connections**

**Standard C3.1** Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

**Novice Range Learners**

<table>
<thead>
<tr>
<th>CL.C3.1.NR.a</th>
<th>identify and label maps of the classical world.</th>
</tr>
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<tbody>
<tr>
<td>CL.C3.1.NR.b</td>
<td>identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).</td>
</tr>
<tr>
<td>CL.C3.1.NR.c</td>
<td>recognize and use Roman numerals and the vocabulary associated with counting.</td>
</tr>
<tr>
<td>CL.C3.1.NR.d</td>
<td>read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).</td>
</tr>
<tr>
<td>CL.C3.1.NR.e</td>
<td>compare songs or chants with simple lyrics.</td>
</tr>
<tr>
<td>CL.C3.1.NR.f</td>
<td>identify the planets and some constellations and the inspirations for their names.</td>
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<tr>
<td>CL.C3.1.NR.g</td>
<td>investigate schools in the classical world and compare them to their own school.</td>
</tr>
<tr>
<td>CL.C3.1.NR.h</td>
<td>examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.</td>
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<tr>
<td>CL.C3.1.NR.i</td>
<td>distinguish how the diets of classical culture relate to our eating habits today.</td>
</tr>
<tr>
<td>CL.C3.1.NR.j</td>
<td>identify how classical languages are used to name scientific terms (e.g., parts of the human body, animals, and plants).</td>
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</tbody>
</table>

**CORNERSTONE: Connections (C3) Novice Range**
Acquiring Information and Diverse Perspectives
Standard C.3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice Range Learners
CL.C3.2.NR.a identify classical elements of a work of art.
CL.C3.2.NR.b determine words that originate from the target language.
CL.C3.2.NR.c predict the nature of planets based on the characteristics of the Roman gods after which they are named.
CL.C3.2.NR.d identify the properties of plants based the classical roots of their names.
CL.C3.2.NR.e identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.
CL.C3.2.NR.f examine specific family-related vocabulary that may not have equivalents in one’s native language.

CORNERSTONE: Comparisons (C.4) Novice Range
Language Comparisons
Standard C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

Novice Range Learners
CL.C4.1.NR.a cite and use examples of words from the target language that are similar to one’s own language.
CL.C4.1.NR.b recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.
CL.C4.1.NR.c compare word order in simple sentences of the target language to one’s own language.
CL.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.
CL.C4.1.NR.e identify cognates and derivatives between the target language and one’s own language and explain the patterns that connect them.
CL.C4.1.NR.f recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.

**CORNERSTONE: Comparisons (C4) Novice Range**
*Cultural Comparisons*

**Standard C4.2** Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.
Novice Range Learners
CL.C4.2.NR.a contrast tangible and intangible products of classical cultures to one’s own.
CL.C4.2.NR.b compare simple patterns of behavior of classical cultures to one’s own.
CL.C4.2.NR.c explore celebrations and holidays from one’s own culture and those in the classical cultures.
CL.C4.2.NR.d identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

**CORNERSTONE: Communities (C5) Novice Range**
*School and Global Communities*

**Standard C5.1** Use the language to interact both within and beyond the classroom.
Novice Range Learners
CL.C5.1.NR.a identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements).
CL.C5.1.NR.b research opportunities for participation in school, community, or language competitions.
CL.C5.1.NR.c explore words from the Classical world that are present in the English and Romance languages.
CL.C5.1.NR.d identify professions in which knowledge the Classical world is beneficial.
<table>
<thead>
<tr>
<th><strong>CORNERSTONE: Communities (C5) Novice Range</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lifelong Learning</strong></td>
</tr>
<tr>
<td><strong>Standard C5.2 Use the target language for enrichment and advancement.</strong></td>
</tr>
<tr>
<td>Novice Range Learners</td>
</tr>
<tr>
<td>CL.C5.2.NR.a interpret materials and/or use media from the target language and culture.</td>
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<tr>
<td>CL.C5.2.NR.b exchange information about topics of personal interest.</td>
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<tr>
<td>CL.C5.2.NR.c identify music or songs in the target language.</td>
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<td>CL.C5.2.NR.d set learning goals for language acquisition.</td>
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<thead>
<tr>
<th><strong>Honors Addendum</strong></th>
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<tbody>
<tr>
<td>Note to Teachers of Honors Courses: This content should be embedded in the course throughout the quarter.</td>
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<tr>
<th>Teachers should present the following content as it correlates to an ‘I can’ statements listed above for this quarter.</th>
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<tbody>
<tr>
<td>I can read words, phrases, and simple sentences.</td>
</tr>
<tr>
<td>I can give idiomatic translations for <em>iter facere</em>, <em>memoriā tenēre</em>, and <em>prīmā lūce</em>, along with other common idioms.</td>
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<tr>
<td>I can use the knowledge of Latin roots, prefixes, and suffixes to define English words, such as sedentary, sorority, puerile, and quadruped.</td>
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<tr>
<td>I can give the modern context in which one might use a Latin expression, motto, or abbreviation, such as <em>summā cum laude; per annum; i.e.; A.D.; e.g.; etc.; and S.P.Q.R.</em></td>
</tr>
</tbody>
</table>
I can identify and translate forms of indicative verbs in active voice in present, imperfect, future (first and second conjugation) only), and perfect tense.

I can identify and translate forms of the irregular verb sum in present, imperfect, future, and perfect.

I can identify architectural structures and their functions, such as aquaeductus, thermae, circus, amphitheatrum, cūria, and basilica.

I can identify features of ancient Rome, such as the Forum, Palatine Hill, Via Appia, Pantheon, and the Campus Martius.

I can translate aut, et, neque, quod, sed, ubi, et...et, and neque...neque in context.

I can recognize and translate personal pronouns ego, tū, nōs, and vōs in nominative, dative, accusative and ablative case.

I can identify terms referring to housing, such as trīclīnium and īnsulae.

I can identify terms referring to meals, such as cēna and cūlīna.