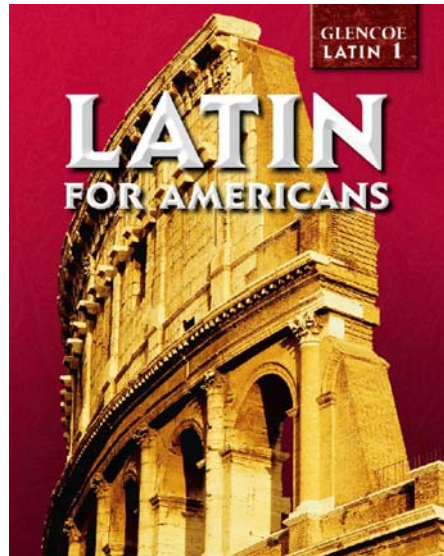


# **Glencoe/McGraw-Hill**

**Latin for Americans ©2003  
Level 1**



**ISBN# 0-07-828175-X**

**correlated to**

**Tennessee  
Foreign Language Goals and Objectives for  
Classical Languages  
Beginning Level**

## Tennessee Standards

### Communicate in Languages Other Than English

*Latin for Americans, Level 1* begins each of its thirteen units with a Latin language reading, derived wherever possible from classical sources, that not only reinforces that unit's objectives, but also provides students with an opportunity to listen to their teacher's proper pronunciation, then practice their own pronunciation by reading and repeating aloud. Vocabulary is introduced contextually in the reading and then reinforced in the following **Vocabulary** section. Students learn to discover meaning by relating Latin words and English derivatives in the **Word Study** feature, and build confidence in Latin as they complete a series of exercises that steadily challenge them as they progress through each unit. *Nota Bene* sections throughout the text link what students already know about their own language to learn a new structure or vocabulary item. The *Latin for Americans Audio Program* is a carefully structured series of oral exercises based on and complementary to the material in the Student Edition. Each drill is designed on the basis of vocabulary and structure presented in the text. The aim of the audio program is to help students achieve mastery of the material.

### Gain Knowledge and Understanding of Other Cultures

Each unit opens with an illustration or photograph that provides a cultural backdrop for that unit's lesson and provides additional information for enrichment in its accompanying caption. The **Glimpses of Roman Life** feature reveals the most important aspects of life in ancient Rome. Topics include "Roman Roads and Travel," "Dress and Appearance," and "Food and Meals." Questions follow each selection to check comprehension and prompt discussion, as well as ideas for reading related **Activities** to expand the learning. The images throughout the sections and their corresponding captions also help students understand the culture of the Roman world as well as its impact on current cultures.

### Connect with Other Disciplines and Acquire Information

The **Glimpses of Roman Life** feature connects the Latin language to topics in history, sociology, sports, agriculture, commerce, religion, and more. These features allow students to explore the Roman society from many different perspectives as illustrated in "The House and its Furniture," "Slavery," and "Roman Social and Economic Conditions." **Project** suggestions and **Critical Thinking** questions accompany each essay to provide additional opportunities to expand and explore that essay's topic

### Develop Insight into the Nature of Language and Culture

The inclusion of geography and history in the text allows students to place the classical world in its cultural setting. Students gain an understanding of classical politics and literature, including mythology, throughout the *Latin for Americans* program. Students connect the Roman world to its language through the **Glimpses of Roman Life** feature and the readings that begin each section

### **Participate in Multicultural Communities and Global Society**

Students explore the culture of Rome through integrated information present throughout the text, as well as in-depth exploration of topics in the **Glimpses of Roman Life** features. Cultural differences are also identified and discussed consistently in the text. The contributions Roman language and culture made to American language and society, as well as to countries throughout the world, are identified throughout the program.

### **National Standards**

#### **Communicate in Languages Other Than English**

*Latin for Americans, Level 1* begins each of its thirteen units with a Latin language reading, derived wherever possible from classical sources, that not only reinforces that unit's objectives, but also provides students with an opportunity to listen to their teacher's proper pronunciation, then practice their own pronunciation by reading and repeating aloud. Vocabulary is introduced contextually in the reading and then reinforced in the **Vocabulary** section. Students build confidence in Latin as they complete the exercises that progress from easy to more challenging. The *Latin for Americans Audio Program* is a carefully structured series of oral exercises based on and complementary to the material in the Student Edition. Each drill is designed on the basis of vocabulary and structure presented in the text. The aim of the audio program is to help students achieve mastery of the material.

#### **Gain Knowledge and Understanding of Other Cultures**

The opening photo for each unit provides a cultural backdrop for the unit and the accompanying captions provide additional information for enrichment. The **Glimpses of Roman Life** feature reveals the most important aspects of life in ancient Rome. Topics include "Roman Roads and Travel," "Dress and Appearance," and "Food and Meals." Questions follow each selection to check comprehension and prompt discussion. The images throughout the sections and their corresponding captions also help students understand the culture of the Roman world.

#### **Connect with Other Disciplines and Acquire Information**

The **Glimpses of Roman Life** feature connects the Latin language to topics in history, sociology, sports, agriculture, commerce, religion, and more. These features allow students to explore the Roman society from many different perspectives such as "The House and its Furniture" and "Roman Social and Economic Conditions." **Project** suggestions and **Critical Thinking** questions accompany each essay to provide additional opportunities to expand and explore that essay's topic

#### **Develop Insight into the Nature of Language and Culture**

The inclusion of geography and history in the text allows students to place the classical world in its cultural setting. Students gain an understanding of classical politics and literature, including mythology, throughout the *Latin for Americans* program. Students connect the Roman world to its language through the **Glimpses of Roman Life** feature and the readings that begin each section.

### **Participate in Multicultural Communities and Global Society**

Students explore the culture of Rome throughout the text, in the **Glimpses of Roman Life** features and through integrated information present in each section. Cultural differences are also identified and discussed consistently in the text. The contributions Roman language and culture made to American language and society as well as to countries throughout the world are identified throughout the program.

### **Assessment**

**Assessment** activities after each unit give students a chance to see what they really learned. The supplementary **Test Booklet** may be used as a testing device, or as a series of worksheets to provide extra practice and drill in the basic areas that *Latin for Americans, Level 1* includes, namely, reading comprehension, vocabulary, syntax, forms, word study, and civilization. **ExamView® Pro** allows teachers to choose from an existing bank of questions, edit them, or create their own test questions to make a test in a matter of minutes.

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FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES BEGINNING LEVEL**

OBJECTIVES	PAGE REFERENCES
<b>GOAL ONE: Communicate in Languages Other Than English</b>	
<b>Standard 1.1 Students engage in *conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• exchange greetings and personal information.</li> </ul>	SE: 26  TAE: 26
<ul style="list-style-type: none"> <li>• demonstrate mastery of rules of classical pronunciation.</li> </ul>	SE: 9–11, 16, 488–490  TAE: 9–11, 16, 488–490
<ul style="list-style-type: none"> <li>• apply the rules for pronunciation to words, sentences, and short paragraphs.</li> </ul>	This objective is addressed throughout the text. See, for example:  SE: 32, 86, 128, 175, 219–220, 284, 321, 400, 428, 480  TAE: 32, 86, 128, 175, 219–220, 284, 321, 400, 428, 480
<ul style="list-style-type: none"> <li>• ask and answer simple questions.</li> </ul>	This objective is addressed throughout the text. See, for example:  SE: 26, 33, 131–133, 141, 192, 279, 315, 324, 347, 367, 432  TAE: 26, 33, 131–133, 141, 192, 279, 315, 324, 347, 367, 432
<ul style="list-style-type: none"> <li>• engage in group investigation of daily life activities.</li> </ul>	The opportunity to address this objective is available throughout. See, for example:  SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483  TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483
* "Conversations" may include group work and other activities not necessarily in the classical language.	

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OBJECTIVES	PAGE REFERENCES
<b>GOAL ONE: Communicate in Languages Other Than English</b>	
<b>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• master verb forms of all conjugations.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 28–29, 56, 71–73, 78–79, 85–86, 95–96, 101–102, 105–106, 127–128, 136–138, 142–143, 154, 162–163, 180–182, 187–189, 239–240, 267–268, 470–471</p> <p>TAE: 28–29, 56, 71–73, 78–79, 85–86, 95–96, 101–102, 105–106, 127–128, 136–138, 142–143, 154, 162–163, 180–182, 187–189, 239–240, 267–268, 470–471</p>
<ul style="list-style-type: none"> <li>• know the conjugations of irregular verbs.</li> </ul>	<p>SE: 109–110, 127, 307, 510</p> <p>TAE: 109–110, 127, 307, 510</p>
<ul style="list-style-type: none"> <li>• use correct agreement of subjects and verbs, nouns and adjectives.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 21–23, 28–29, 32, 40–41, 47–49, 71–73, 87, 91, 119</p> <p>TAE: 21–23, 28–29, 32, 40–41, 47–49, 71–73, 87, 91, 119</p>
<ul style="list-style-type: none"> <li>• understand sentence structure.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 23, 147–148, 490–497</p> <p>TAE: 23, 147–148, 490–497</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• enlarge vocabulary, including numbers.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 15, 16, 27, 34, 40, 47, 53, 60, 71, 90, 95, 105, 109, 135, 192, 357, 438–439</p> <p>TAE: 15, 16, 27, 34, 40, 47, 53, 60, 71, 90, 95, 105, 109, 135, 192, 357, 438–439</p>
<ul style="list-style-type: none"> <li>• drill on forms of verbs, nouns, adjective, adverbs, and pronouns.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 16–18, 40–41, 47–49, 87, 183, 194–195, 310–311, 376–377, 438</p> <p>TAE: 16–18, 40–41, 47–49, 87, 183, 194–195, 310–311, 376–377, 438</p>
<ul style="list-style-type: none"> <li>• translate English sentences the target language, some involving subordinate clauses.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 24, 30–32, 50, 87, 102–103, 122, 128, 156, 233, 242, 256, 365</p> <p>TAE: 24, 30–32, 50, 87, 102–103, 122, 128, 156, 233, 242, 256, 365</p>
<ul style="list-style-type: none"> <li>• use pronouns correctly.</li> </ul>	<p>SE: 28, 263–264, 491</p> <p>TAE: 28, 263–264, 491</p>
<ul style="list-style-type: none"> <li>• form and use present active and passive infinitives of all conjugations.</li> </ul>	<p>SE: 28–29, 85–86, 136–138, 234</p> <p>TAE: 28–29, 85–86, 136–138, 234</p>
<ul style="list-style-type: none"> <li>• understand appositives and their uses.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 137-138, 263–264</p> <p>TAE: 137-138, 263–264</p>

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OBJECTIVES	PAGE REFERENCES
<b>GOAL ONE: Communicate in Languages Other Than English</b>	
<b>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers or a variety of topics.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• present simple, oral presentations about family, friends, school, and home.</li> </ul>	SE: 70, 94, 246-247  TAE: 70, 94, 246-247
<ul style="list-style-type: none"> <li>• <b>list activities that took place in classical daily life.</b></li> </ul>	This objective is addressed throughout the text. See, for example:  SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483  TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483
<b>GOAL TWO: Gain Knowledge and Understanding of Other Cultures</b>	
<b>Standard 2.1 Students demonstrate knowledge and understanding of daily life, traditional ideas and other components and aspects of the cultures being studied.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• identify and compare patterns of behavior or interactions in a variety of everyday settings.</li> </ul>	This objective is addressed throughout the text in the Glimpses of Roman Life Sections.
<ul style="list-style-type: none"> <li>• use appropriate gestures and oral expressions for greetings, leave-takings and common classroom interactions.</li> </ul>	SE: 26  TAE: 26
<ul style="list-style-type: none"> <li>• identify tangible products of everyday living.</li> </ul>	SE: 196–197, 236–238, 336–338  TAE: 196–197, 236–238, 336–338

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OBJECTIVES	PAGE REFERENCES
<b>GOAL THREE: Connect with Other Disciplines and Acquire Information</b>	
<b>Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• use information from the language class in other school subjects such as geography and social studies, and music.</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p> <p>TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p>
<ul style="list-style-type: none"> <li>• use information from other subjects in the foreign language class.</li> </ul>	<p>SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p> <p>TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p>
<ul style="list-style-type: none"> <li>• recognize some famous classical figures from history and mythology.</li> </ul>	<p>SE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p> <p>TAE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL THREE: Connect with Other Disciplines and Acquire Information</b>	
<b>Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• discuss the unique advantages of studying a classical language.</li> </ul>	SE: xvi, 2–4  TAE: xvi, 2–4
<ul style="list-style-type: none"> <li>• recognize how classical languages have influenced modern culture and heritage.</li> </ul>	This objective is addressed throughout the text. See, for example:  SE: 93, 129, 184, 235, 265, 322, 338, 396, 441, 477  TAE: 93, 129, 184, 235, 265, 322, 338, 396, 441, 477
<b>GOAL FOUR: Develop Insight into the Nature of Language and Culture</b>	
<b>Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• recognize gender in foreign languages.</li> </ul>	SE: 17, 21–22, 35, 106, 113–114, 321  TAE: 17, 21–22, 35, 106, 113–114, 321
<ul style="list-style-type: none"> <li>• recognize differences in sound system, writing system, and word order in two languages.</li> </ul>	SE: 16–18, 23, 147–148, 180, 406–407  TAE: 16–18, 23, 147–148, 180, 406–407
<ul style="list-style-type: none"> <li>• recognize and use derivatives in everyday communication.</li> </ul>	This objective is addressed throughout the text. See, for example:  SE: 19, 58, 111, 154, 210, 249, 303, 397, 447, 485  TAE: 19, 58, 111, 154, 210, 249, 303, 397, 447, 485

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>identify, discuss, analyze, and evaluate the relationships among the heritage, practices and perspectives of the culture.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p> <p>TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p>
<b>GOAL FOUR: Develop Insight into the Nature of Language and Culture</b>	
<b>Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>compare and contrast cultural literary elements.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p> <p>TAE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p>
<ul style="list-style-type: none"> <li>use geography and history to place the classical world in its cultural setting.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 14, 20, 38–39, 46, 54–55, 76–77, 86, 116–117, 175, 304–306, 356–357, 367, 403, 451</p> <p>TAE: 14, 20, 38–39, 46, 54–55, 76–77, 86, 116–117, 175, 304–306, 356–357, 367, 403, 451</p>
<ul style="list-style-type: none"> <li>expand understanding of classical politics.</li> </ul>	<p>SE: 76–77, 106, 107–108, 410–411, 435, 452–453, 482–483</p> <p>TAE: 76–77, 106, 107–108, 410–411, 435, 452–453, 482–483</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>explore the basics of classical mythology.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p> <p>TAE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p>
<b>GOAL FIVE: Participate in Multicultural Communities and Global Society</b>	
<b>Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>locate on a map and pronounce the names of countries and cities in which the target language was spoken.</li> </ul>	<p>SE: 14, 20, 38, 46, 54–55, 76–77, 175, 356–357, 367</p> <p>TAE: 14, 20, 38, 46, 54–55, 76–77, 175, 356–357, 367</p>
<ul style="list-style-type: none"> <li>identify the current areas in which the target language was spoken.</li> </ul>	<p>SE: 2, 54–55, 84</p> <p>TAE: 2, 54–55, 84</p>
<b>GOAL FIVE: Participate in Multicultural Communities and Global Society</b>	
<b>Standard 5.2 Students use the language for leisure and personal enrichment.</b>	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>use materials from the target language and culture for enjoyment.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p> <p>TAE: 160–161, 173, 191–192, 206, 207, 211–212, 214, 225, 229, 231, 256, 346, 348, 372–373, 426–427</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• demonstrate awareness of the importance of people, holidays, geography and history of the language and culture.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p> <p>TAE: 38–39, 86, 116–117, 150–152, 236–238, 304–306, 352, 403, 451, 482–483</p>
<ul style="list-style-type: none"> <li>• demonstrate awareness of cultural similarities and difference.</li> </ul>	<p>This objective is addressed throughout the text. See, for example:</p> <p>SE: 196–197, 236–238, 246–247, 304–306, 352, 403, 451, 482–483</p> <p>TAE: 196–197, 236–238, 246–247, 304–306, 352, 403, 451, 482–483</p>
<ul style="list-style-type: none"> <li>• recognize contributions of culture and language studied to American society and other nations.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 93, 129, 184, 235, 265, 322, 338, 396, 441, 477</p> <p>TAE: 93, 129, 184, 235, 265, 322, 338, 396, 441, 477</p>

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