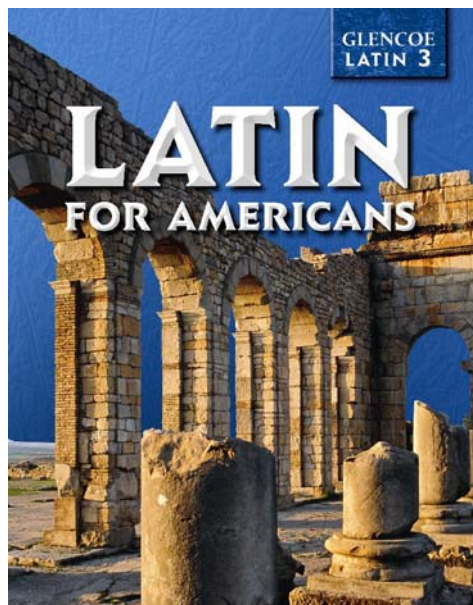


**Glencoe/McGraw-Hill**

**Latin for Americans ©2003  
Level 3**



**ISBN# 0-07-828178-4**

**correlated to**

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

## Glencoe McGraw-Hill Latin for Americans, Level 3 ©2003

### Tennessee Standards

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

Readings from Cicero are at the core of *Latin for Americans, Level 3* program. The program also presents a wide range of Latin literature by other authors. The emphasis on reading Latin is a culmination of the both the program and purpose of **Levels 1 and 2**: to acquire a proficiency in Latin as a language. Also, by the time they are ready for **Level 3**, students should be able to approach Latin literature on a rather mature level and be able to analyze the style and motivations of the various authors.

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

Although the cultural appreciation and involvement in the way of life of the ancient Romans is not treated as directly as in **Levels 1 and 2**, the material that is presented can easily open discussion for all manner of activities and involvement. The selections are literary in nature. They are extracted from the heart of Latin culture and life and reveal much about the nature of that civilization. Many selections in *Latin for Americans, Level 3* offer excellent examples for learning about Latin culture from the original sources. Particularly valuable are Pliny's Letters (Unit I) and Aulus Gellius' Noctes Atticae (Unit II), a miscellaneous collection of anecdotes, bits of history, poetry, and essays on philosophy, geometry, and grammar. The selections from Cicero and Sallust afford firsthand historical and political information (Units III-VIII). The literary selections in Units IX and X offer dramatic themes and poetic genres of Latin literature from the second century B.C. to the fifteenth century A.D.

Suggestions for extension and enrichment of the lesson provide the teacher with additional activities that include a presentation of Roman customs and a typical Roman meal.

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

The literary selections are extracted from the heart of Latin culture and life and reveal much about the nature of that ancient civilization. Many selections in *Latin for Americans, Level 3* offer excellent information about Latin culture from the original sources and also encourage students to evaluate literature in depth. In this way students may connect their knowledge about history, sociology, language, and literature and apply all of this information in the classroom.

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

Students gain a deep understanding of Latin literature during the course of this program. Through the study of authentic literature, they develop ideas about the nature of Latin language and culture. The detailed study of authentic literature gives students an advanced perspective on the use of the language. The **Word Study** sections provide information on the Latin influences on the English language.

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

Students explore the culture of Rome throughout the readings in *Latin for Americans, Level 3*. Cultural differences can also be identified and discussed following the selections in the text. The contributions Roman language and culture made to American language and society as well as to countries throughout the world can also be identified throughout the program.

### **National Standards**

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

*Latin for Americans, Level 3* makes readings from Cicero the core of the program but also presents a wide range of Latin literature by other authors. The emphasis on reading Latin is a culmination of the both the program and purpose of **Levels 1 and 2**: to acquire a proficiency in Latin as a language. Also, by this time, students should be able to approach Latin literature on a rather mature level and be able to analyze the style and motivations of the various authors.

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

Although the cultural appreciation and involvement in the way of life of the ancient Romans is not treated as directly as in **Levels 1 and 2**, the material that is presented can easily open discussion for all manner of activities and involvement. The selections may be literary in nature, but they are indeed extracted from the heart of Latin culture and life and reveal much about the nature of those ancient people. Many selections in *Latin for Americans, Level 3* offer excellent examples for learning about Latin culture from the original sources. Particularly valuable are Pliny's Letters (Unit I) and Aulus Gellius' Noctes Atticae (Unit II), a miscellaneous collection of anecdotes, bits of history, poetry, and essays on philosophy, geometry, and grammar. The selections from Cicero and Sallust afford firsthand historical and political information (Units III-VIII). The literary selections in Units IX and X offer dramatic themes and poetic genres of Latin literature from the second century B.C. to the fifteenth century A.D.

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

The literary selections are extracted from the heart of Latin culture and life and reveal much about the nature of those ancient people. Many selections in *Latin for Americans, Level 3* offer excellent information about Latin culture from the original sources and also encourage students to evaluate literature in depth. In this way students may connect their knowledge about history, sociology, language, and literature and apply all of this information in the classroom.

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

Students gain a deep understanding of Latin literature during the course of this program. Through the study of authentic literature, they develop ideas about the nature of Latin language and culture. The detailed study of authentic literature gives students an advanced perspective on the use of the language.

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

Students explore the culture of Rome throughout the readings in *Latin for Americans, Level 3*. Cultural differences can also be identified and discussed following the selections in the text. The contributions Roman language and culture made to American language and society as well as to countries throughout the world can also be identified throughout the program.

### **Assessment**

*Latin for Americans, Level 3* is an advanced study of authentic literature where students are expected to read and understand varied selections in Latin. The text provides two approaches: one uses Cicero as the core of the curriculum and the other approach uses a wide range of Latin literature. Comprehension questions, English sentences for translation, as well as **Word Study** are provided for many of the readings.

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL ONE:</b> Communicate in Languages Other Than English	
<b>Standard 1.1</b> Students engage in *conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<b>Progress Indicators</b>	
<b>What Students Are Able To Do</b>	
Students are able to	
<ul style="list-style-type: none"> <li>• understand basics of classical poetry and metrics.</li> </ul>	SE: 87, 248–249  TAE: 87, 248–249
<ul style="list-style-type: none"> <li>• understand and reproduce classical sound patterns.</li> </ul>	The opportunity to address this objective is available. See the following:  SE: 87, 248–249  TAE: 87, 248–249
<ul style="list-style-type: none"> <li>• read aloud fluently a variety of selections.</li> </ul>	The opportunity to address this objective is available throughout. See, for example:  SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228  TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228
* "Conversations" may include group work and other activities not necessarily in the classical language.	
<b>GOAL ONE:</b> Communicate in Languages Other Than English	
<b>Standard 1.2</b> Students understand and interpret written and spoken language on a variety of topics.	
<b>Progress Indicators</b>	
<b>What Students Are Able To Do</b>	
Students are able to	
<ul style="list-style-type: none"> <li>• demonstrate understanding of main ideas and details of discussions, lectures, and presentations.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• understand and linguistic and cultural information in written and spoken language.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228</p>
<ul style="list-style-type: none"> <li>• understand and discuss authentic passages from classical authors.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p> <p>TAE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p>
<ul style="list-style-type: none"> <li>• demonstrate understanding of elision &amp; scansion of practical passages.</li> </ul>	<p>SE: 250</p> <p>TAE: 250</p>
<ul style="list-style-type: none"> <li>• recognize and discuss figures of speech from classical authors.</li> </ul>	<p>SE: 69, 76, 78, 80</p> <p>TAE: 69, 76, 78, 80</p>
<ul style="list-style-type: none"> <li>• translate at sight passages comparable to those being studied.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 72, 90, 97, 98, 109, 113, 115, 116, 139, 141, 143</p> <p>TAE: 72, 90, 97, 98, 109, 113, 115, 116, 139, 141, 143</p>

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>compare and contrast styles of various authors from the appropriate literary period.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 69, 73, 76, 78, 84, 85, 87, 91</p> <p>TAE: 69, 73, 76, 78, 84, 85, 87, 91</p>
<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>	
<b>Progress Indicators</b>	
<b>What Students Are Able To Do</b>	
<b>Students are able to</b>	
<ul style="list-style-type: none"> <li>summarize and discuss the content of a selected passage.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p> <p>TAE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p>
<ul style="list-style-type: none"> <li>create stories, poems, and skits on classical themes.</li> </ul>	<p>This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.</p>
<ul style="list-style-type: none"> <li>write a literary analysis of a selected work.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p> <p>TAE: 3, 5, 7, 10, 12, 14, 18, 20, 26, 39, 40, 42, 44, 47, 48, 51, 52, 54, 56</p>

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL TWO: Gain Knowledge and Understanding of Other Cultures</b>	
Standard 2.1	Students demonstrate knowledge and understanding of daily life, traditional ideas and other components and aspects of the cultures being studied.
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• identify and experience expressive forms of the culture.</li> </ul>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p>
<ul style="list-style-type: none"> <li>• identify and examine historical periods, places and persons and evaluate their influence on cultural perspectives and behavior.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<ul style="list-style-type: none"> <li>• identify, discuss and analyze social, economic and political institutions and their relationships to the culture.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<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>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL THREE: Connect with Other Disciplines and Acquire Information</b>	
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• relate topics from other school subjects including sports, music, fashions and customs in the country of the target language.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p>
<ul style="list-style-type: none"> <li>• acquire information from classical literature about a topic being studied in other school subjects.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p>
<ul style="list-style-type: none"> <li>• evaluate accomplishments and achievements of famous classical figures and relate them to modern culture and heritage.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205</p>

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL THREE: Connect with Other Disciplines and Acquire Information</b>	
Standard 3.2 Students acquire information and recognize the distinctive view points that are only available through the foreign language and its cultures.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• use target language materials to compare classical life to modern day culture and heritage.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<ul style="list-style-type: none"> <li>• read, listen, and talk about passages and poems written in the target language.</li> </ul>	This objective is addressed throughout. See, for example:  SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228  TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228
<ul style="list-style-type: none"> <li>• compose and present classroom skits related to the culture of the target language.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<b>GOAL FOUR: Develop Insight into the Nature of Language and Culture</b>	
Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• discuss relationship between word order and meaning.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<ul style="list-style-type: none"> <li>• recognize and understand figures of speech common to the poetry selections in two languages.</li> </ul>	SE: 69, 76, 78, 80  TAE: 69, 76, 78, 80

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>GOAL FOUR: Develop Insight into the Nature of Language and Culture</b>	
Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• identify origins of idioms.</li> </ul>	This objective falls is addressed throughout the text in the Word Study sections.
<ul style="list-style-type: none"> <li>• compare nuances of meaning of words and idioms.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<ul style="list-style-type: none"> <li>• compare the relationship between the classical epic and its modern counterparts.</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228</p> <p>TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228</p>
<b>GOAL FIVE: Participate in Multicultural Communities and Global Society</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.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• identify cultural similarities and differences observed while viewing a film about the target culture.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.
<ul style="list-style-type: none"> <li>• interact directly with other students in the target language either through oral and written communication or through electronic transmissions.</li> </ul>	This objective falls outside the scope of Glencoe/McGraw-Hill Latin for Americans, Course 3.

**GLENCOE/MCGRAW-HILL  
LATIN FOR AMERICANS, LEVEL 3 ©2003**

**CORRELATED TO**

**TENNESSEE  
FOREIGN LANGUAGE GOALS AND OBJECTIVES  
FOR CLASSICAL LANGUAGES EXPANDING LEVEL**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL FIVE:</b> Participate in Multicultural Communities and Global Society	
Standard 5.2 Students use the language for leisure and personal enrichment.	
Progress Indicators	
What Students Are Able To Do	
Students are able to	
<ul style="list-style-type: none"> <li>• be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language was spoken.</li> </ul>	SE: 128, 174, 178, 184  TAE: 128, 174, 178, 184
<ul style="list-style-type: none"> <li>• use various media about the target language and culture for entertainment or personal growth.</li> </ul>	The opportunity to address this objective is available throughout. See, for example:  SE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228  TAE: 41, 50–51, 80–81, 90–91, 119–120, 128–130, 164–165, 205, 227–228
<ul style="list-style-type: none"> <li>• identify the historical figures on the coinage in the target language.</li> </ul>	SE: 98  TAE: 98

GLENCOE/McGraw-Hill  
South Central Region  
6510 Jimmy Carter Boulevard  
Norcross, GA 30071  
770/613-0281  
800/731-2365