



**Tennessee Classical Languages ---
Year Three (Emerging) Standards
Correlated to
Glencoe Latin for Americans Level 3 © 2007**

I. Standard Number 1 (Goal One): Communicate in a Classical Language	
Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.	
Learning Expectations:	
1.1 Read, understand, and interpret Latin or Greek.	Opportunities are provided throughout the text. Examples include: SE: 5, 26, 31, 40, 50, 55, 60, 68-91, 130, 140, 150, 164-173, 186, 192, 199, 201, 205, 214, 224, 235, 240, 243, 250-253, 259-264
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> read and understand a passage of Latin or Greek composed for acquisition of content and language skills, adapted from original authors, and selected from texts of medium difficulty (e.g., Aulus Gellius, Pliny the Younger); 	Opportunities are provided throughout the text. Examples include: SE: 2, 5, 10, 14, 17, 19-20, 31, 38-39, 41, 44-45, 52, 55-56, 59, 60, 61
<ul style="list-style-type: none"> exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level; 	SE: 3, 6, 8, 11, 13, 16, 19, 21, 25, 27, 39, 40, 41, 44, 46, 47, 50, 53, 55, 69, 73, 76, 78, 80, 83, 84, 86, 87, 90, 92, 103, 105, 110, 115, 125, 131, 133, 136, 137, 139, 143, 149, 151, 154, 156, 158, 161, 171, 172, 248 TE: 205
<ul style="list-style-type: none"> demonstrate reading comprehension of more difficult written passages; 	SE: 3, 5, 7, 10, 12, 14, 18, 20, 22, 26, 39, 40, 45, 47, 48, 51, 52, 54, 56, 69, 75, 106, 118 TE: 5, 7, 10, 12, 14, 18, 20, 22, 26, 39, 40, 45, 47, 48, 51, 52, 54, 56
<ul style="list-style-type: none"> show a knowledge of idioms; 	SE: 248 TE: 5, 12
<ul style="list-style-type: none"> demonstrate a knowledge of 	SE: 6, 13, 79, 296-297

specialized uses (e.g., datives of purpose, reference, possession, or agent).	TE: 6, 45, 79, 84, 106, 110, 130, 187, 262
1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.	<p>Opportunities are provided throughout the text. Students can write in Latin answers to questions and translations. Examples include:</p> <p>SE: 68-69, 70, 72-73, 74, 75-76, 77, 79, 83-84, 113, 124, 148, 155, 157, 173, 175, 196, 213</p> <p>TE: 2, 17, 21, 33,83, 91, 95, 133, 198</p> <p>The CD Audio Program that accompanies <i>Latin for Americans</i>, Levels 2 and 3 includes selected readings from the Level 3 book.</p>
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> read orally original passages of classical prose with meaningful phrase grouping and appropriate voice inflection; 	<p>SE: 94, 213</p> <p>TE: 33, 76, 95, 109</p> <p>In addition, students can read orally any of the longer passages in Units III-X.</p>
<ul style="list-style-type: none"> respond appropriately to questions, statements, commands, and other stimuli; 	<p>Opportunities are provided throughout the text. Examples include:</p> <p>SE: 18, 39, 42</p> <p>TE: 3, 40, 42, 45, 73, 76, 83, 91</p>
<ul style="list-style-type: none"> write or tell simple stories in Latin or Greek. 	<p>SE: 196</p> <p>TE: 133</p> <p>A retelling of selected stories can be easily accommodated by using the materials in Units 1 and II, since the stories are told in a simple and understandable style.</p>
II. Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture	
Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.	
Learning Expectations:	
2.1 Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.	<p>SE: 28, 33, 34, 41, 46, 64-66, 197, 200, 201, 206-207</p> <p>TE: 200, 207</p>
Performance Indicators:	
The student is able to	

<ul style="list-style-type: none"> locate prominent historical sites of the classical Mediterranean world; 	SE: 9, 15, 43, 57, 81, 107, 135, 153, 169 TE: 10, 14, 150, 157
<ul style="list-style-type: none"> know prominent historical characters, authors, and events of the kingdom, republic, and empire. 	SE: 64-66, 178, 196, 215, 272 TE: 178, 215
2.2 Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.	SE: 196, 198, 213, 214, 254-264 TE: 7, 52, 178, 214
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> demonstrate a knowledge of Greek and Roman heroes as depicted in ancient sources; 	SE: 59, 86, 88, 90, 102, 103, 104, 105, 108, 124, 128, 142, 159, 187, 188
<ul style="list-style-type: none"> identify major political figures from the Roman Republic; 	SE: 64-65, 68, 70, 72, 74, 75, 77, 79, 80, 83, 85, 86, 88, 90, 128-129, 178, 272 TE: 178
<ul style="list-style-type: none"> demonstrate a knowledge of the Roman calendar and cosmology. 	SE: 17, 78 TE: 10, 17, 72, 77, 178
III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge	
Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.	
Learning Expectations:	
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> comprehend articles and 	SE: 41, 224

short videos on topics studied in other classes, based on their knowledge of classical geography, history, archaeology, and rhetoric;	TE: 215, 224, 268
<ul style="list-style-type: none"> use information from other subjects in the classics class in order to make comparisons and contrasts (e.g., rhetorical structures used by Martin Luther King, Jr., Winston Churchill, and Cicero); 	SE: 66, 213 TE: 212, 224
<ul style="list-style-type: none"> recognize some famous incidents from ancient history and their contributions to contemporary culture (e.g., the Gracchi). 	SE: 128-129, 215 TE: 67, 129, 215
3.2 Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.	Opportunities are provided throughout the text. Examples include: SE: 170, 198, 206-207, 218-220 TE: 198, 207, 220
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> recognize classical allusions in literature and art; 	TE: 122, 156, 170, 254, 256
<ul style="list-style-type: none"> connect the knowledge of ancient history, art, social, and political systems to modern events and systems of their own culture. 	SE: 92-94, 128-129, 178-179 TE: 128, 129, 172, 178, 179, 180
IV. Standard Number 4 (Goal Four): Develop Insight into Own Language and Culture	
Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.	
Learning Expectations:	
4.1 Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.	SE: 24, 48, 72-73, 74-75, 90, 91, 94, 102 TE: 74, 75, 91, 109, 148

Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> demonstrate knowledge of basic Greek and Latin figures of speech used in English (e.g., anaphora); 	SE: 68-69, 75, 78, 79, 80, 82, 84, 87, 90, 91, 94, 114 TE: 68, 79, 114, 130, 147, 166, 168
<ul style="list-style-type: none"> compare and contrast classical language and grammatical patterns with those used in English (e.g., the use of periodic sentences, balanced clauses, and conditional sentences). 	SE: 24, 48, 72-73, 74-75, 90, 91, 94, 102 TE: 74, 75, 91, 109, 148
4.2 Compare and contrast the student's own culture with that of the Greco-Roman world.	SE: 199, 206-207 TE: 59, 60, 199, 200, 207
Performance Indicators:	
The student is able to	
<ul style="list-style-type: none"> reflect on the classical influence on the military institutions, political structures, and history of Western civilization; 	SE: 41, 92-94, 128-129 TE: 128, 129, 215
<ul style="list-style-type: none"> recognize the influence of classical thought and precedent on the development of laws and political structures in the United States; 	SE: 92-94, 128-129 TE: 128, 129
<ul style="list-style-type: none"> recognize elements of classical, mythology, literature, and philosophy in his or her own culture. 	SE: 196, 199, 227-228 TE: 32, 38, 193, 198, 199, 222, 227
V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture	
Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.	
Learning Expectations:	

<p>5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.</p>	<p>SE: 242; Audio Program</p> <p>TE: 14, 17, 22, 26, 38, 52, 67, 129, 167, 214, 215, 224, 226, 231, 234, 239, 242, 258, 259, 268</p>
<p>Performance Indicators:</p>	
<p>The student is able to</p>	
<ul style="list-style-type: none"> • combine the tools of technology with his/her language skills to produce original art and/or research; 	<p>SE: 41, 66</p> <p>TE: 14, 17, 22, 26, 38, 52, 67, 129, 167, 214, 215, 224, 226, 231, 234, 239, 242, 258, 259, 268</p>
<ul style="list-style-type: none"> • use technology and local resources to explore educational paths for careers for which the study of classical languages is a useful prerequisite. 	<p>SE: 7, 41, 242, 199</p> <p>TE: 199, 242</p>
<p>5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.</p>	<p>SE: 128-129</p> <p>TE: 7, 32, 38, 76, 101, 129</p>
<p>Performance Indicators:</p>	
<p>The student is able to</p>	
<ul style="list-style-type: none"> • compare issues that reveal cultural differences in the ancient world with similar issues in modern culture; 	<p>SE: 128-129</p> <p>TE: 2, 38, 60, 98, 129</p>
<ul style="list-style-type: none"> • participate in classical colloquia and competitions (e.g., Tennessee Junior Classical League, National Latin Exam, National Junior Classical League); 	<p>Students schedule to meet this Performance Indicator.</p> <p>TE: Suggestions for Extension and Enrichment, TM-5</p>
<ul style="list-style-type: none"> • plan a trip to classical sites and/or to local sites which have classical influences. 	<p>SE: 242</p>