

# LATIN I ESSENTIAL UNITS OF STUDY

## I. Stages 1-4

**Grammatical:** greetings; pronunciation; est; regular verbs; present tense; conjugations 1-4; nominative & accusative singular and plural; vocabulary and derivatives

**Cultural:** Roman family; Roman house and Pompeii

“I can...”

- Engage with other students in simple *interpersonal* exchanges by *articulating memorized greetings, asking basic questions* using “est” and some other regular verb forms, and *responding to basic questions* using “est” as well as nouns in the nominative or accusative case.
- *Interpret simple sentence-length information* in Latin that is mainly (but not exclusively) limited to regular verb forms, “est,” and nouns in the nominative or accusative case; *identify key details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from the limitations using context; identify and make connections to the *cultural practices* of the Roman family or Roman house being presented in a story or exchange.
- *Describe people and objects* using “est” and other regular present tense verbs, as well as nouns in nominative or accusative case in *formal presentations and simple compositions*.

## II. Stages 5-8

**Grammatical:** imperfect and perfect tenses; 3<sup>rd</sup> person singular and plural; conjugations 1-4; “erat”/“erant”; irregular verbs “eo” and “fero”; dative singular and plural; superlative adjectives; pronouns “ego” and “tu”; clauses with “postquam” and “quod”; questions using “num”; vocabulary and derivatives

**Cultural:** gladiators; slaves; Roman beliefs in life after death

“I can...”

- Engage with other students in simple *interpersonal* exchanges by *asking basic questions* about other people and objects, using verb forms that vary in tense (such as imperfect/perfect), and *responding to basic questions* using varying verb forms as well as nouns and adjectives in the nominative, dative, or accusative case.
- *Interpret sentence-length information* in Latin that uses present, imperfect, and perfect tense verbs as well as adjectives and nouns in nominative, dative, or accusative case; *interpret* phrases with increased complexity such as superlatives, pronouns, or clauses; *identify key details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations using context; identify and make connections to the *cultural practices* of gladiators, slaves, the afterlife, and other topics being presented in a story or exchange.
- *Describe people, objects, and simple situations* using a variety of present and past verb tenses in 3<sup>rd</sup> person singular or plural, as well as nouns and adjectives in nominative, dative, or accusative case in *formal presentations and simple compositions*.

### III. Stages 9-12

**Grammatical:** 1<sup>st</sup> and 2<sup>nd</sup> person singular and plural; present and imperfect of “sum”; verbs with the dative; “nos,” “vos,” “sibi”; comparative adjectives; adjective/noun agreement; interrogative words; vocabulary and derivatives

**Cultural:** Roman education, Roman election, Vesuvius

“I can...”

- Engage with other students in simple *interpersonal* exchanges by *asking who/what/when/where questions* directed at students or about other people and objects, using regular and some irregular verb forms that vary in tense (such as imperfect/perfect), and *responding to basic questions* about myself and others using varying verb forms as well as nouns and adjectives in the nominative, dative, or accusative case.

- *Interpret sentence-length information* in Latin that uses a variety of present and past tense verbs as well as adjectives and nouns in nominative, dative, or accusative case, and adjectives of varying degree; *interpret* phrases with increased complexity such as pronouns and agreement between nouns and adjectives of varying degree; *identify key details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations using context; identify and make connections to the *cultural practices* of Roman education and election, and other topics being presented in a story or exchange.
- *Describe people, objects, and simple situations* (including you and myself) using a variety of present and past verb tenses, as well as nouns and adjectives in nominative, dative, or accusative case in *formal presentations and simple compositions*.

#### IV. **Stages 13-14**

**Grammatical:** “volo,” “nolo,” and “possum”; present infinitives; appositives; adjective/noun agreement; ablative and accusative with prepositions; clauses with *simulac*, *simulatque*, *quamquam*; enclitic – que; vocabulary and derivatives

**Cultural:** life in Roman Britain

“I can...”

- Engage with other students in simple *interpersonal* exchanges by *asking questions* directed at students or about other people and objects, using regular and irregular verb forms that vary in tense (such as imperfect/perfect), and *responding to basic questions* about myself and others using varying verb forms as well as nouns and adjectives in the nominative, dative, accusative, or ablative case with prepositions.
- *Interpret sentence-length information* in Latin that uses a variety of regular and irregular present and past tense verbs as well as adjectives and nouns in nominative, dative, accusative, or ablative case, and adjectives of varying degree; *interpret* phrases with increased complexity such as prepositions,

advanced clauses, enclitics, and use of present infinitives with such verbs as “*volo*” and “*possum*”; *identify key details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations using context; identify and make connections to the *cultural practices* of life in Roman Britain and other topics being presented in a story or exchange.

- *Describe people, objects, and simple situations* (including you and myself) using a variety of regular and irregular present and past verb tenses, as well as nouns and adjectives in nominative, dative, accusative, or ablative case in *formal presentations and simple compositions*.
- *Express opinions and preferences* using “*volo*,” “*nolo*,” and “*possum*” in *compositions and presentations*.

V. **Stages 15-16**

**Grammatical:** clauses with relative pronouns and “*sicut*”; verbs with infinitive; pluperfect tense; gender; neuter nouns; genitive singular and plural; 4<sup>th</sup> and 5<sup>th</sup> declensions; “*num*,” “*nonne*,” “*ne*”; vocabulary and derivatives

**Cultural:** Palace at Fishbourne; client kings; Alexandria; Roman Egypt; ancient glass

“I can...”

- Engage with other students in simple *interpersonal* exchanges by *asking questions* directed at students or about other people and objects, using regular and irregular verb forms that vary in tense (such as imperfect/perfect/pluperfect), as well as interrogatives such as “*num*,” “*nonne*,” and “*ne*,” and *responding to basic questions* about myself and others using varying verb forms as well as nouns and adjectives varying in case, gender, and declension.
- *Interpret sentence-length information* in Latin that uses a variety of regular and irregular present and past tense verbs as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as prepositions, clauses with relative pronouns, and use of present infinitives with various verbs; *identify key details* of such

information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations using context; identify and make connections to the *cultural practices* of Alexandria, Roman Egypt, and other topics being presented in a story or exchange.

- *Describe people, objects, and simple situations* (including you and myself) using a variety of regular and irregular non-perfect and perfect verb tenses, as well as nouns and adjectives varying in case, gender, and declension in *formal presentations and simple compositions*.
- *Express opinions and preferences* using varied verb tenses, infinitives, and clauses *in compositions and presentations*.

#### VI. **Stages 17-18**

**Grammatical:** positive and negative imperatives; “hic,” “ille,” “is”; present participles; vocabulary and derivatives

**Cultural:** Isis worship; ancient medicine; ancient science

“I can...”

- Engage with other students in simple *interpersonal* exchanges by giving positive and negative commands, *asking questions* directed at students or about other people and objects, using regular and irregular verb forms that vary in tense (such as imperfect/perfect/pluperfect), and *responding to basic questions* about myself and others using varying verb forms as well as nouns and adjectives varying in case, gender, and declension.
- *Interpret sentence-length information* in Latin that uses a variety of regular and irregular present and past tense verbs, some present participles, as well as adjectives and nouns varying in case, gender, and declension; *interpret* phrases with increased complexity such as demonstrative pronouns, and use of imperatives; *identify key details* of such information in a story; *infer meaning of unfamiliar* phrases that may deviate from any limitations using context; identify and make connections to the *cultural practices* of ancient medicine, ancient science, and other topics being presented in a story or exchange.

- *Describe people, objects, and simple situations (including you and myself) using a variety of regular and irregular non-perfect and perfect verb tenses, as well as nouns and adjectives varying in case, gender, and declension in formal presentations and simple compositions.*
- *Express opinions and preferences using varied verb tenses, infinitives, and clauses in compositions and presentations.*