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; 3rd 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”

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 3rd 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:** 1st and 2nd 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; 4th and 5th 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*. 