

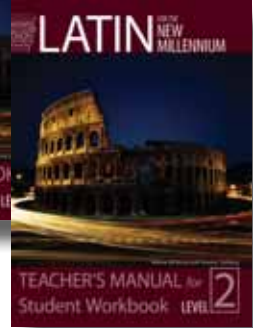
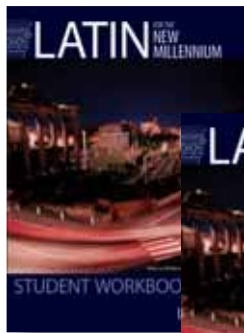
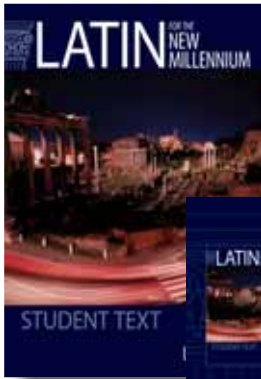


LATIN FOR THE NEW MILLENNIUM

Tennessee Correlations LEVELS

1 & 2

An Overview of Levels 1 & 2
of Our New 2-Year Latin Series



Bolchazy-Carducci Publishers, Inc.



THE IMPORTANCE OF POST-ANTIQUITY LATIN

How Should We Teach the Patrimony of Latin Literature?

To say that Latin literature did not end with the Romans would be an understatement. In fact the Roman contribution to Latin, however fundamental, is a mere beginning. The amount of surviving Latin literature written in Europe since the collapse of the Western Roman Empire in the late fifth century CE is almost inconceivably larger than the surviving corpus of literature left by the Romans themselves.

This heritage of post-Roman Latin literature was anything but a sterile idiom reserved for a few reclusive monks. The very pulse of western European civilization, as it developed through the Middle Ages and the Renaissance, moved primarily to the rhythms of Latin prose and poetry.

The language of Caesar and Cicero performed new functions and came to be used in ways unimagined by the ancient Romans. Latin became the vehicle for sciences as refined as ballistics and hydrodynamics. Latin exclusively provided the academic and philosophical vocabulary for the expression of Europe's most sophisticated thoughts. Latin was the language in which fundamental concepts, such as gravity and the heliocentric solar system, received their first coherent expression. Latin, along with some revived terms from ancient Greek, supplied the language of botany and zoology. Latin was the international language of cartography, geography, history, and ethnography, the sciences through which the discoveries of Renaissance explorers gradually became part of the consciousness of European civilization. Latin, and not any of the nascent national tongues, was the primary linguistic vehicle for all of this before about 1750 CE.

But medieval and Renaissance Latin was not merely the language of scholars, scientists, and philosophers; it also produced poetry, letters, satire, fiction, and many other genres—including works widely recognized as monuments and masterpieces of world literature, ranging from the stories of the Venerable Bede and the *Carmina Burana* to Thomas More's *Utopia* and Erasmus' *Praise of Folly*. Even as the language of creative literature, Latin still rivaled the vernacular tongues in the Renaissance.

This international and multicultural role of Latin was in some ways already anticipated in the literature of the Roman Empire, when the peoples of the Roman provinces, especially in the West, began using Latin and not their native tongues as their means of literary expression. Thus Petronius and Seneca, who were from Spain, wrote in Latin just as the African Apuleius also produced his literary work in Latin. This multicultural role for Latin was even more pronounced in the Middle Ages and Renaissance, when Latin served as an international language and a vehicle for a literary tradition which eventually extended even to the New World. Moreover, in the Middle Ages and Renaissance, Latin was no longer anyone's native tongue, and this long-lasting phenomenon of the Latin language, based on stable written sources rather than fluid popular usage, supporting such a vast, varied, and dynamic literature from about 450 CE to about 1750 CE is arguably more distinctive and significant than any literature produced by people who wrote in their native tongue.

The existence of Latin curricula in the secondary schools is often defended because Latin offers access to the origins of western civilization. The literary heritage of the Romans is certainly fundamental. But the Latin literature produced after the time of the ancient Romans is no less central to our culture, language, and institutions than the literature of the ancient Romans. If "cultural literacy" is one of the goals of our education, teachers of Latin should think seriously



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about broadening their perspective and consistently exploiting post-antique as well as Roman Latin.

Latin helps students build vocabulary and verbal skills in English and modern languages. Students who have taken Latin in secondary school typically earn higher verbal scores in college entrance exams than their peers who never studied Latin. However, Latin could offer even more linguistic resources and verbal power if more attention were paid to post-antique Latin in secondary school curricula. Medieval Latin lies at the basis of nearly the whole spectrum of the vocabulary for modern universities, degrees, and academic institutions (and this includes basic English words, such as “faculty,” “dean,” “chancellor,” “graduate,” etc.). Medieval and Renaissance Latin is the source for our terminology for telling time (the Romans had no mechanical clocks). The list of our word debts to post-Roman Latin would embrace physics, astronomy, botany, and many other sciences, not to mention such disciplines as philosophy and law.

Yet Latin is typically taught, and Latin teachers are typically prepared, in a way that assumes that Latin is only about the ancient Romans—and not even the entire Roman tradition (since most of Roman literature produced after about 120 CE has little place in canonical curricula). What other literary and linguistic discipline focuses so exclusively on its origins alone? It is time for a change. Both teachers and students of Latin should make the most of what the Latin tradition actually has to offer. In the long run, the place of Latin in our educational system will be more secure, if such a broadening of perspective can be achieved. Some idea of the immense contributions to our culture made by Latin after the time of the Romans, and selected readings of some of the astoundingly rich post-Roman Latin literature, should be a basic part of the teaching of Latin today at all levels. In *Latin for the New Millennium, Level 2*, we have endeavored to provide teachers and students, who are still learning the fundamentals of the Latin language, with the readings and cultural information that will help to add this wider and richer perspective to the Latin classroom.

This wider perspective added by Level 2 is in no way inconsistent with standard placement tests and activities commonly employed by Latin teachers today. In LNM Level 2 the Vocabulary to Learn is composed of a selection of words most commonly employed in such authors as Cicero and Vergil. These words remain common throughout the entire Latin tradition, and our reading selections consistently highlight this vocabulary. LNM Level 1 is filled to the brim with information on Roman authors, Roman culture, and Roman history. More information on things Roman is offered in LNM Level 2, both in the notes to each chapter, and in the concluding part of each chapter, where the reader will find unadapted readings from the *Life of Atticus* by Cornelius Nepos, a contemporary of Cicero.

Latin teaching in the new millennium should take full account of the fact that Latin literature is a phenomenon spanning the millennia.



LN M LEVEL 1

TENNESSEE CLASSICAL LANGUAGES STANDARDS YEAR ONE (BEGINNING)

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.

1.1 *Read, understand, and interpret Latin or Greek.*

• read words, phrases and simple sentences with pictures, and/or other words, phrases and simple sentences;	SE 2, 16, 30-31, 58, 70, 82, 112, 124, 136, 164, 178, 192, 220-221, 234, 246-247, 274, 288, 302-303, 332, 350, 362-363
• exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;	SE 3, 5, 17, 19, 31, 33, 43, 58, 61, 71, 73, 83, 85, 93, 113, 115, 125, 127, 137, 139, 149, 165, 167, 179, 183, 193, 194, 205, 221, 223, 235, 238, 247, 250, 259, 275, 277, 289, 291, 303, 306, 315, 333, 337, 351, 353, 363, 366, 375
• demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek;	SE 3, 17, 32, 59, 71, 83, 113, 125, 137, 165, 179, 193, 221, 235, 248, 275, 289, 303, 333, 351, 363
• show a knowledge of indicative and imperatives of verbs;	SE 222-223, 403
• demonstrate a knowledge of case and declension for nouns and adjectives.	SE 9-10, 32-36, 60, 64, 77-78, 114, 142-145, 169-171, 309-310, 393-396, 397-398

1.2 *Use orally, listen to, and write Latin or Greek as part of the language learning process.*

• master and apply the rules of classical pronunciation for words, sentences, and short paragraphs;	SE xxv-xxviii, 12-13, 26-27, 41, 67, 80, 91, 96, 119-120, 133-134, 146, 175, 189, 202, 230, 243, 257, 285, 298-299, 312-313, 346, 359, 372
• exchange greetings and follow classroom instructions;	SE 12, 69, 71, 223, 247, 373

<ul style="list-style-type: none"> • write simple phrases and sentences in Latin or Greek. 	SE 6, 10, 11, 12, 19, 21, 22, 24-25, 34, 36, 40, 44-45, 65-66, 79, 90, 94-96, 118-119, 128-133, 140-141, 145, 150-152, 167-168, 173-174, 188, 194, 196, 201, 206-208, 224-226, 229, 242, 254-256, 260-263, 276-277, 284-285, 292, 293-296, 297-298, 307, 311-312, 316-319, 337, 344-345, 366, 370-371, 376-378
<p>II Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture</p> <p>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.</p>	
<p>2.1 Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.</p>	
<ul style="list-style-type: none"> • recognize the geography of Italy; 	SE xxxii-xxxiii, 187, 227
<ul style="list-style-type: none"> • know basic terms and general information associated with the kingdom and empire. 	SE xxx-xxxiv, 158-160, 270-271, 323-325, 382-387
<p>2.2 Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.</p>	
<ul style="list-style-type: none"> • demonstrate a knowledge of Greek and Roman deities; 	SE 47-49, 98-101, 153-154, 209-210, 264-266, 320-322, 379-380
<ul style="list-style-type: none"> • identify Roman meals, Roman clothing, and parts of the Roman house; 	SE 51, 120, 156-157, 211-212, 253, 255, 296
<ul style="list-style-type: none"> • identify basic features of architecture (e.g., arches, columns). 	SE xxxiv, 5, 97, 155, 219, 255, 267, 296, 297, 323, 325, 330, 380, 381, 383, 385, 386
<p>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge</p> <p>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.</p>	
<p>3.1 Reinforce and further the student's knowledge of other disciplines through the classical language.</p>	
<ul style="list-style-type: none"> • use information from the language class in other school subjects such as geography, social studies, and music; 	<p><i>This standard can be addressed in conjunction with the activities on the following pages:</i></p> SE 176, 203
<ul style="list-style-type: none"> • use information from other subjects in the classics class; 	<p><i>This standard can be addressed in conjunction with the activities on the following pages:</i></p> SE 176, 203

<ul style="list-style-type: none"> recognize some famous classical figures from history and mythology. 	<p><i>Students are exposed to famous classical figures from history and mythology throughout the text. These are some of the many examples:</i> SE xxx, 38, 47, 48-49, 54, 58, 82, 86, 89, 91, 153, 160, 164, 177, 186, 209-210, 213, 215, 220, 264, 265, 262, 267, 320-322, 329, 331, 349, 350, 378, 379, 382, 384, 389</p>
<p>3.2 Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.</p>	
<ul style="list-style-type: none"> recognize plots and themes of Greek and Roman myths; 	<p><i>This standard can be addressed in conjunction with the activities on the following pages:</i> SE 2, 16, 30-31, 58, 70, 82, 112, 124, 136, 164, 178, 192, 220-221, 234, 246-247, 274, 288, 302-303, 332, 350, 362-363</p>
<ul style="list-style-type: none"> identify the modern equivalent of geographical and political structures. 	<p>SE 158-160, 267-268</p>
<p>IV. Standard Number 4 (Goal Four): Comparisons: 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.</p>	
<p>4.1 Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.</p>	
<ul style="list-style-type: none"> recognize loan words, Greek and Latin phrases, mottoes and abbreviations in English; 	<p>SE 56, 108, 109, 161-162, 217, 272, 310, 330, 388, 391</p>
<ul style="list-style-type: none"> demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek. 	<p>SE 6, 35, 78, 131, 310, 336, 368</p>
<p>4.2 Compare and contrast the student's own culture with that of the Greco-Roman world.</p>	
<ul style="list-style-type: none"> compare and contrast aspects of student's own public and private life to those of the Greeks and Romans; 	<p><i>This standard can be addressed in conjunction with the activities on the following pages:</i> SE 12-13, 26-27, 41, 67, 80, 91, 96, 119-120, 133-134, 146, 175, 189, 202, 230, 243, 257, 285, 298-299, 312-313, 346, 359, 372</p>
<ul style="list-style-type: none"> compare heroes and themes of classical mythology to the heroes and themes of the student's own culture. 	<p><i>This standard can be addressed in conjunction with the activities on the following pages:</i> SE 2, 16, 30-31, 58, 70, 82, 112, 124, 136, 164, 178, 192, 220-221, 234, 246-247, 274, 288, 302-303, 332, 350, 362-363</p>

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.

5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.

- present and exchange information about his/her language experience in the school and in the community;

SE 12-13, 26-27, 41, 67, 80, 91, 96, 119-120, 133-134, 146, 175, 189, 202, 230, 243, 257, 285, 298-299, 312-313, 346, 359, 372

- recognize the influence of Latin and Greek in professional vocabulary (e.g., law, science, architecture).

SE 272

5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

- recognize from his/her study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity;

Issues of diversity can be addressed in conjunction with any of the cultural readings.

- become a member of the school's Junior Classical League chapter;

This can be assigned as an independent project.

- use technology to research classical sites.

Research is not a focus of Latin for the New Millennium. See the following page for a technology related activity:
SE 243



LMN LEVEL 1

CORRELATIONS WITH THE NATIONAL STANDARDS BY CHAPTER

INTRODUCTION

Alphabet

Pronunciation of Latin

Overview of Roman History

Beginnings of Latin Literature

Map of Italy/Rome

Standard 4.1

Standards 1.2, 4.1

Standards 2.1, 3.1, 3.2

Standards 2.1, 3.1

Standard 2.1

CHAPTER 1

Famous saying: *Senātus populusque Rōmānus*

Latin Reading: *Rōmulus et Remus*

Language facts: Parts of speech Nouns: number, gender, case (nominative and accusative).

Nouns of the first declension

Latin Exercises

Derivatives Exercise

Latin Conversation: Saying Hello

Standards 1.1, 2.1

Standards 1.1, 2.2

Standards 1.1, 3.1, 4.1

Standards 1.1, 1.2, 4.1

Standard 4.1

Standards 1.2, 2.1, 4.1, 4.2

CHAPTER 2

Famous saying: *Inter sacrum saxumque*

Latin Literature: Plautus

Latin Reading: *Menaechmī*

Language facts: Verbs of the first and second conjugation; principal parts. Properties of verbs: number, person, tense, stem The infinitive. Subject and verb agreement

Latin Exercises

Derivatives Exercise

Latin Conversation: Getting Acquainted

Standards 1.1, 2.1, 4.1, 4.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 4.1

Standards 1.1, 1.2, 4.1

Standard 4.1

Standards 1.2, 4.1, 4.2, 5.1

CHAPTER 3

Famous saying: *Homō sum: humānī nihil ā mē aliēnum putō.*

Latin Literature: Terence

Latin Reading: *Adelphoe*

Language facts: Masculine nouns of the second declension (-us, -er, -ir). Genitive case. Vocative case

Prepositional phrases

Latin Exercises

Derivatives Exercise

Latin Conversation: In the classroom

Standards 1.1, 2.1, 4.1, 4.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 4.1

Standards 1.1, 2.2, 4.1

Standards 1.1, 1.2

Standard 4.1

Standards 1.2, 2.1, 4.1, 4.2

REVIEW 1: CHAPTERS 1–3

Latin Exercises

Latin Reading: *Martial* 1.32

Mythology: Mars, Jupiter, Juno

Mythology Reading

Ancient insert: Slavery in ancient Rome

Exploring Ancient Comedy

Mirabile Auditu

Modern insert: *Ē plūribus ūnum* (motto of the United States of America)

Standards 1.1, 1.2, 2.2, 3.1, 3.2, 4.2

Standards 1.1, 2.2

Standards 2.2, 3.1, 3.2

Standard 1.1

Standards 2.1, 3.1, 3.2, 4.2

Standards 2.2, 3.1, 3.2, 4.1, 4.2

Standards 1.1, 3.1, 3.2, 4.1

Standards 1.1, 3.2

CHAPTER 4

Famous saying: *Aurī sacra famēs*

Latin Literature: Cicero

Pyrrhic victory

Latin Reading: *Profuga praemium vult*

Language facts: Neuter nouns of the second declension (*-um*). The dative case (indirect object).

Adjectives of the first and second declension

(*-us, -a, -um*). Agreement of nouns and adjectives.

Latin Exercises

Derivatives Exercise

Latin Conversation: Homework

Standards 1.1, 2.1, 4.2

Standards 2.1, 3.1, 3.2

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 3.1, 4.1

Standards 1.1, 1.2, 3.1, 3.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 4.2

CHAPTER 5

Famous saying: *Sī tū valēs, bene est; ego valeō*

Latin Literature: A letter from Cicero to Terentia

Latin Reading: *Cicerō Terentiae salutem plūrimam dicit*

Language facts: Verbs of the first and second conjugations: present passive. Passive infinitive (first and second conjugation). Ablative of agent.

Adjectives of first and second declensions

(*pulcher, miser*). Passive voice, passive infinitive

Latin Exercises

Derivatives Exercise

Latin Conversation: What is your profession?

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 3.2, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 4.2

CHAPTER 6

Famous saying: *Iacta ālea est.*

Latin Literature: Caesar

Latin Reading: *Dē Druidibus*

Language facts: The present tense of the irregular verbs *sum* and *possum*; the present infinitives of *sum* and *possum*. Complementary infinitive with *possum*, *dēbeō*, *soleō*. Transitive and intransitive verbs

Latin Exercises

Derivatives Exercise

Latin Conversation: A test

Standards 1.1, 3.1, 3.2, 4.1

Standards 2.1, 3.1, 3.2

Standards 1.1 and 2.1

Standards 1.1, 3.1, 3.2, 4.1

Standards 1.1, 1.2, 3.1, 3.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 4.2

REVIEW 2: CHAPTERS 5–7

Latin Exercises

Mythology: Neptune, Pluto and the underworld, Vesta, Ceres.

Mythology Reading

Ancient Insert: Roman Marriage.

Exploring Roman Families

Mirabile Auditu

Modern Insert: *Semper fidelis!* (motto of the United States Marine Corps).

CHAPTER 7

Famous saying: *Odī et amō.*

Latin Literature: Catullus.

Latin Reading: *Dē amōre.*

Language facts: Third declension (masculine and feminine nouns). Accusative and infinitive with verbs of saying and thinking.

Latin Exercises

Derivatives Exercise

Latin Conversation: Lunch.

CHAPTER 8

Famous saying: *Melius in umbrā pugnābimus!*

Latin Literature: Cornelius Nepos.

Latin Reading: *Themistoclēs Graecōs servat.*

Language facts: Third conjugation: present active and passive; present active and passive infinitive. Ablative of manner. Ablative of instrument. Ablative of separation. Place from which. Place where and to which.

Latin Exercises

Derivatives Exercise

Latin Conversation: Going home after school.

CHAPTER 9

Famous saying: *Ō tempora, ō morēs!*

Latin literature: Sallust.

Latin Reading: *Dē coniūratiōne Catilinae.*

Language facts: Fourth conjugation: present active and passive; present active and passive infinitive. Third declension (neuter nouns). Third declension (i-stem nouns).

Latin Exercises

Derivatives Exercise

Latin Conversation: Clothing.

REVIEW 3: CHAPTERS 7–9

Exercises 1–6

Standards 1.1, 1.2, 2.1

Standards 2.1, 2.2, 3.1, 3.2

Standard 1.1

Standards 2.1, 2.2, 3.1, 3.2

Standards 2.1, 2.2, 3.1, 3.2, 4.2

Standards 1.1, 4.1, 5.1

Standards 1.1, 4.1

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standard 4.1

Standards 1.2, 2.1, 4.1

Standards 1.1, 3.1, 3.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1, 5.2

Standards 3.1, 4.1

Standards 1.1, 1.2

Standard 4.1

Standards 1.2, 2.1, 4.1, 5.1, 5.2

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 2.1, 4.1, 5.1, 5.2

Standards 1.1, 1.2

Mythology: Apollo.

Mythology Reading

Ancient Insert: Attire in ancient Rome.

Exploring Roman Government

Mirabile Auditu

Modern Insert: *Sic semper tyrannīs* (motto of the state of Virginia).

Standards 2.1, 3.1, 3.2, 5.2

Standards 1.1, 2.1

Standards 2.1, 2.2, 3.1, 3.2

Standards 2.1, 3.1, 3.2, 4.2, 5.2

Standards 1.1, 4.1, 5.1, 5.2

Standards 1.1, 4.2, 5.1, 5.2

CHAPTER 10

Famous saying: *Quidquid id est, timeō Danaōs et dōna ferentēs!*

Latin Literature: Vergil.

Latin Reading: *Dē equō Trōiānō*.

Language facts: Verbs in *-iō* of the third conjugation: present active and passive voice; present active and passive infinitive. Adjectives of the third declension. Substantive adjectives, especially neuter plural.

Latin Exercises

Derivatives Exercise

Latin Conversation: In the morning.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 2.1, 4.1, 4.2, 5.1

CHAPTER 11

Famous saying: *Tantae mōlis erat Rōmānam condere gentem!*

Latin Literature: Vergil (continuation).

Latin Reading: *Dē Didōne rēgīnā*.

Language facts: Imperfect of all the conjugations: active and passive. The imperfect of *sum* and *possum*. The enclitics *-que* and *-ne*.

Latin Exercises

Derivatives Exercise

Latin Conversation: Transportation.

Standards 1.12.1, 3.1, 3.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 3.2, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 2.1, 3.1, 3.2, 4.1, 5.1

CHAPTER 12

Famous saying: *Fortēs fortūna adiuvat.*

Latin Literature: Livy.

Latin Reading: *Dē Muciō Scaevolā*.

Language facts: Definition of Pronoun

First and second person personal pronouns. The pronoun of the third person: *is, ea, id*. First and second person possessive adjectives. The declension of *vīs*.

Latin Exercises

Derivatives Exercise

Latin Conversation: The weather and the seasons.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 3.2, 4.1

Standards 3.1, 4.1.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1

REVIEW 4: CHAPTERS 10–12

Exercises 1–7

Mythology: Mercury.

Mythology Reading

Standards 1.1, 1.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Ancient insert: Roman Food.

Exploring the Myth of the Trojan Horse

Mirabile Auditu

Modern insert: *Rēgnat populus* (motto of the state of Arkansas).

Standards 2.1, 2.2, 3.1, 3.2, 4.2

Standards 2.1, 2.2, 3.1, 3.2

Standards 1.1, 2.1, 3.1, 3.2

Standards 1.1, 3.2

CHAPTER 13

Famous saying: *Carpe diem!*

Latin Literature: Horace

Latin Reading: *Dē homine importūnō*.

Language facts: Imperative/Mood Present active imperative, positive and negative. Genitive of personal pronouns, first and second person.

Possessive pronoun and adjective for the third person.

Latin Exercises

Derivatives Exercise

Latin Conversation: What time is it?

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 3.2, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1

CHAPTER 14

Famous saying: *Omnia vincit amor*.

Latin Literature: Ovid.

Latin Reading: *Dē Pýramō et Thisbē*.

Language facts: The future tense of the first and the second conjugation: active and passive. The future of *sum* and *possum*. The relative pronoun.

Relative clauses.

Latin Exercises

Derivatives Exercise

Latin Conversation: Computers and internet.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 5.1

CHAPTER 15

Famous saying: *Dūcunt volentem fāta, nōlentem trahunt*.

Latin Literature: Seneca.

Latin Reading: *Seneca senectūtem suam cōvenit*.

Language facts: The future tense of the third and fourth conjugation, active and passive. The interrogative pronoun and adjective.

Latin Exercises

Derivatives Exercise

Latin Conversation: In the countryside.

Standards 1.1, 2.1, 3.1, 3.2, 5.2 (Stoics)

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 5.1

REVIEW 5: CHAPTERS 13–15

Exercises 1–5

Mythology: Three younger female goddesses:

Minerva, Diana, Venus.

Mythology Reading

Ancient insert: Roman Cities and Roads

Exploring Roman Law

Standards 1.1, 1.2, 2.1, 3.1, 3.2

Standards 2.1, 2.2, 3.1, 3.2

Standards 1.1, 2.1

Standards 2.1, 2.2, 3.1, 3.2

Standards 2.1, 3.1, 3.2, 4.2, 5.2

Mirabile Auditū

Modern insert: *Alibi. Sub poenā. Cui prodest?*

Flagrante delictō. Prō bonō.

CHAPTER 16

Famous saying: *Quid sī nunc caelum ruat?*

Latin Literature: Pliny the Younger.

Latin Reading: *Dē montis Vesuvii incendiō.*

Language facts: The perfect tense. The perfect stem and third principal part: the perfect active indicative of all conjugations. The perfect indicative of sum and possum. Dative of possession.

Latin Exercises

Derivatives Exercise

Latin Conversation: At the beach.

CHAPTER 17

Famous saying: *Sine irā et studiō.*

Latin Literature: Tacitus.

Latin Reading: *Dē incendiō Rōmānō.*

Language facts: Pluperfect active indicative of all conjugations. The pluperfect indicative of sum and possum. The fourth declension.

Latin Exercises

Derivatives Exercise

Latin Conversation: Health and sickness.

CHAPTER 18

Famous saying: *Quod nēmō nōvit paene nōn fit.*

Latin Literature: Apuleius.

Latin Reading: *De Cupidine et Psyche*

Language facts: The future perfect active indicative of all conjugations. The future perfect of esse and posse. The fifth declension.

Latin Exercises

Derivatives Exercise 2

By the Way Abbreviations

By the Way *Buenos Dies*

Latin Conversation: At the dentist.

REVIEW 6: CHAPTERS 16–18

Exercises 1–7

Mythology: Bacchus.

Mythology Reading

Ancient insert: Gladiatorial Games

Exploring Roman Disasters

Mirabile Auditū

Modern insert: etc., e.g., P.S., A.D., *ex librīs, sine quā nōn, status quō, ex officiō, verbātīm, vice versā, @.*

Standards 1.1, 3.1, 4.1

Standards 4.1, 5.1, 5.2

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 2.1, 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 5.1

Standards 1.1 and 3.2 (historiography)

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 2.1, 4.1, 5.1

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 2.1, 4.1

Standard 5.1

Standards 1.2, 4.1, 5.1

Standards 1.1, 1.2

Standards 2.1, 2.2, 3.1, 3.2, 5.2

Standards 1.1, 2.1

Standards 2.1, 2.2, 3.2, 4.2

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 4.1

CHAPTER 19

Famous saying: *Imperium sine fine.*

Latin Literature: Ammianus Marcellinus.

Latin Reading: *De Hunis*

Languages facts: The perfect passive participle. The perfect passive indicative of all conjugations. Review of all principal parts of the verb. The demonstrative pronoun *hic*.

Latin Exercises

Derivatives Exercise

Latin Conversation: House cleaning.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2, 2.1, 3.1

Standards 1.2, 4.1

Standards 1.2, 4.1, 5.1

CHAPTER 20

Famous saying: *Cor ad cor loquitur.*

Latin Literature: Augustine.

Latin Reading: *De furto pirorum*

Language facts: The pluperfect passive indicative of all conjugations. The perfect active and passive infinitives. The demonstrative pronoun *ille*.

Latin Exercises

Derivatives Exercise

Latin Conversation: Money.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 1.1, 3.1, 4.11

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 3.1, 4.1, 5.1

CHAPTER 21

Famous saying: *Tempora mūtantur et nōs mūtāmur in illis.*

Latin Literature: Boethius.

Latin Reading: *De rota Fortunae*

Language facts: The future perfect passive indicative of all conjugations. The future active participle. The future active infinitive.

Latin Exercises

Derivatives Exercise

Latin Conversation: A birthday party.

Standards 1.1, 2.1

Standards 2.1, 3.1, 3.2

Standards 1.1, 2.1

Standards 3.1, 4.1

Standards 1.1, 1.2

Standards 1.2, 4.1

Standards 1.2, 4.1, 5.1

REVIEW 7: CHAPTERS 19–21

Exercises 1–6

Mythology: Vulcanus.

Mythology Reading:

Ancient insert: Education.

Exploring Roman Libraries

Mirabile Auditū

Standards 1.1, 1.2

Standards 2.1, 2.2, 3.1, 3.2

Standards 1.1, 2.1

Standards 2.1, 3.2, 4.2

Standards 2.1, 2.2, 3.1, 3.2, 4.2

Standards 1.1, 4.1, 5.1, 5.2



LNLM LEVEL 2

TENNESSEE CLASSICAL LANGUAGES STANDARDS YEAR TWO (BEGINNING/EMERGING)

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.

1.1 Read, understand, and interpret Latin or Greek.

<ul style="list-style-type: none">• read and understand passages of Latin or Greek composed for acquisition of content and language skills, adapted from original authors;	SE 106, 107, 108, 144, 145, 146, 155, 162, 165, 189, 190, 211, 222, 224, 236, 237, 238, 240, 241, 242, 258, 259, 260, 274, 278, 296, 298, 336, 338, 350, 353
<ul style="list-style-type: none">• exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;	SE 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 402, 412, 416, 422, 428
<ul style="list-style-type: none">• demonstrate reading comprehension of more difficult written passages by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek;	SE 102, 156, 184, 202, 254, 312, 330, 378, 380, 384, 386, 390, 394
<ul style="list-style-type: none">• show a knowledge of verbals;	SE 242, 243, 246, 248, 303, 338, 339, 340, 341, 343, 344, 345, 347, 348, 355, 356
<ul style="list-style-type: none">• demonstrate a knowledge of specialized usage (e.g., ablatives, locatives).	SE 298, 299, 300, 301, 302, 323, 324, 339, 340, 342, 344, 345, 347, 417, 423

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

<ul style="list-style-type: none">• read orally longer passages of classical prose with meaningful phrase grouping and appropriate voice inflection;	SE 2-3, 18-19, 34, 70-71, 144-145, 162, 188-189, 222, 240-241, 258-259, 296, 378, 380, 384, 386, 390, 394, 398, 400, 404, 406, 410, 414, 418, 420, 424, 426 NB: The medieval and Renaissance Latin prose included above are written in classical Latin.
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<ul style="list-style-type: none"> • respond appropriately to questions, statements, commands, and other stimuli; 	SE 3, 15, 19, 24, 31, 35, 47, 49, 72, 87, 91, 103, 107, 121, 145, 146, 157, 163, 164, 183, 185, 190, 194, 203, 223, 237, 266, 259, 275, 297, 313, 317, 331, 337, 351, 379, 381, 385, 386, 392, 395, 399, 401, 405, 407, 411, 415, 419, 421, 425, 427
<ul style="list-style-type: none"> • write simple phrases and sentences in Latin or Greek. 	SE 12, 16, 28, 32, 48, 50, 78, 88, 97-99, 104, 118-119, 122, 125, 153, 158, 169-179, 181, 186, 198, 200, 204, 207-208, 231, 238, 252, 256, 264, 271, 324, 356, 276, 278, 280, 304-307, 314, 321-322, 325, 332, 345, 347, 352, 382-383, 388-389, 392-393, 396-397, 402-403, 408-409, 412, 416-417, 422-423, 428-429
<p>II Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture</p> <p>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.</p>	
<p>2.1 Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.</p>	
<ul style="list-style-type: none"> • recognize the geography of the Mediterranean; 	SE xxviii-xxix
<ul style="list-style-type: none"> • identify prominent historical characters, authors, and events of the kingdom and republic. 	SE 46, 85, 102, 119-121, 144-145, 156, 159, 183, 184-185, 202, 215-218, 236-239, 254, 312, 330, 350, 359-363, 378, 380, 382, 384, 386, 388, 390, 392, 394, 402, 408, 412, 416, 274, 397, 410, 413-414, 418-420
<p>2.2 Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.</p>	
<ul style="list-style-type: none"> • demonstrate a knowledge of Greek and Roman heroes; 	SE 53-57, 126-128, 209-211, 280-283, 359-361
<ul style="list-style-type: none"> • identify Roman and Greek architectural sites and structures; 	SE 45, 54, 56, 105, 281, 292, 362, 369, 389, 396, 402, 423

<ul style="list-style-type: none"> demonstrate a knowledge of architectural styles and artifacts of the Greeks and Romans. 	SE 55, 114, 119, 127, 185, 209, 210, 282, 311, 368, 409, 422, 423
<p>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge</p> <p>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.</p>	
<p>3.1 Reinforce and further the student's knowledge of other disciplines through the classical language.</p>	
<ul style="list-style-type: none"> use information gained from the language class in other school subjects such as geography, social studies, and music; 	SE xxviii, xxix, 2, 3, 4, 5, 7, 58-61, 67, 83, 130-133, 134-139, 188, 212-214, 240, 241, 258-260, 263, 284-285, 286-291, 296; science: 316-318, 329, 349, 358, 364-365, 366-376
<ul style="list-style-type: none"> use information from other subjects in the classics class in order to make comparisons and contrasts; 	SE 62-66, 119-120, 160, 215-218, 366-376
<ul style="list-style-type: none"> recognize some famous classical figures from history and mythology and their contributions to contemporary culture. 	SE 62-66, 215-218, 286-291, 366-376
<p>3.2 Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.</p>	
<ul style="list-style-type: none"> recognize and discuss recurrent plots and themes from Greek and Roman myths; 	SE 33, 53-37, 126-128, 209-211, 281-283, 359-361
<ul style="list-style-type: none"> identify the modern equivalents of geographical structures and countries. 	SE xxviii, xxix, 7, 263
<p>IV. Standard Number 4 (Goal Four): Comparisons: Develop Insight into Own Language and Culture</p> <p>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.</p>	
<p>4.1 Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.</p>	
<ul style="list-style-type: none"> demonstrate knowledge of Greek and Latin roots, prefixes, and suffixes used in English words; 	SE 6, 39, 75, 96, 113, 151, 168, 194, 244, 229, 301, 322, 327, 341, 366
<ul style="list-style-type: none"> compare and contrast the language patterns and grammar of Latin and Greek to the structure and grammar of English sentences. 	SE 4, 8, 298, 299, 301, 302, 323, 324, 338, 341, 342, 343

4.2 Compare and contrast the student's own culture with that of the Greco-Roman world.	
<ul style="list-style-type: none"> reflect on the classical underpinning of his or her own culture; 	SE 62-66, 67, 140, 141, 215-218, 219-220, 284-285, 286-291, 292-293, 366-367, 377
<ul style="list-style-type: none"> recognize the influence of selected classical myths and literature on modern stories and literature. 	SE 62-66
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.	
5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.	
<ul style="list-style-type: none"> combine the tools of technology with their language skills to communicate with others in the global community; 	<i>Latin for the New Millennium offers students and teachers a dedicated website with a variety of opportunities for communicating with others using their Latin language skills.</i>
<ul style="list-style-type: none"> interact with community members from a variety of careers to understand how they have used their study of classical languages in their careers. 	<i>Teachers are encouraged to use the resources of the local community in activities such as this.</i>
5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.	
<ul style="list-style-type: none"> compare issues that reveal cultural differences in the ancient world with similar issues in modern culture; 	SE 62-66, 218, 366-376
<ul style="list-style-type: none"> attend the Tennessee Junior Classical League Convention; 	SE <i>Teachers are encouraged to provide such opportunities for interscholastic activity for their students.</i>
<ul style="list-style-type: none"> plan a trip to classical sites. 	SE <i>Latin for the New Millennium offers teachers trips to classical and other sites connected to LNM as preparation for them offering similar study tours to their students.</i>



LNM LEVEL 2

CORRELATIONS WITH THE NATIONAL STANDARDS BY CHAPTER

CHAPTER 1

Reading: Bede, “About Britain”

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: First Conjugation Verbs: Present

Active and Passive Subjunctive Tense;
The Subjunctive Mood; Volitive and Optative
Subjunctive; Present Subjunctive of

Sum and *Possum*

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Talking About a Reading: The Origin of My Family

Standards 1.1, 1.2, 2.1, 4.2, 5.2

Classical Latin: The Life of Cicero’s Best

Friend—The Family of Atticus

Standards 1.1, 1.2, 2.1, 3.2

CHAPTER 2

Reading: Einhard, “About Charlemagne”

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Second, Third, Fourth

Conjugations and *-iō* Verbs of Third
Conjugation: Present Active and Passive
Subjunctive Tense; Place Where, Place to
Which, and Place From Which with the
Names of Towns

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Talking About a Reading: A European Trip

Standards 1.1, 1.2, 2.2, 4.2

Classical Latin: The Life of Cicero’s Best Friend—

Atticus Excels in School

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

CHAPTER 3

Reading: Heloise to Abelard

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Imperfect Active and Passive Subjunctive

of All Conjugations; Purpose Clauses; Sequence of
Tenses

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Talking About a Reading: About Love

Standards 1.1, 1.2, 2.1, 3.1

Classical Latin: The Life of Cicero’s Best Friend—

Atticus Goes to Athens

Standards 1.1, 1.2, 2.1, 2.2, 3.2

REVIEW 1: CHAPTERS 1–3

Considering the Heroes of Classical Myth: Perseus,

Heracles, Theseus, Jason

Standards 1.1, 2.1, 2.2, 3.1, 3.2, 4.2

Connecting with the Post-Ancient World: The Orders

of Medieval Society

Standards 3.1, 5.2

Exploring Tragic Love Stories Through the Ages:

Love and Longing by *Lorina Quartarone*, Associate
Professor of Classics, The University of Saint Thomas,
St. Paul, Minnesota

Standards 2.1, 2.2, 3.1, 4.2, 5.2

Mirabile Audītū: Mottoes, Phrases, and Terms Relevant to

the Political, Military, and Legal Worlds Now

Standards 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2

CHAPTER 4

Reading: William of Tyre, “Jerusalem Is Taken by the Frankish Soldiers”

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Perfect and Pluperfect Active
Subjunctive of All Conjugations;
Wishes for the Present and the Past;
Indirect Questions; Sequence of Tenses.

Standards 1.1, 1.2, 3.1, 3.2, 4.1, 5.1

Talking About a Reading: Trips to Faraway Places

Standards 1.1, 1.2, 3.1, 3.2

Classical Latin: The Life of Cicero’s Best Friend—
Atticus Helps the Athenians

Standards 1.1, 1.2, 2.1, 3.1, 3.2

CHAPTER 5

Reading: Medieval Latin Poetry, “The Confession of Golia”

Standards 1.1, 1.2, 3.1, 3.2, 5.1, 5.2

Language Facts: Perfect and Pluperfect Passive
Subjunctive of All Conjugations;
Indirect Commands

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Talking About a Reading: The Joys of Life

Standards 1.1, 1.2, 4.2

Classical Latin: The Life of Cicero’s Best Friend—
Atticus Honored in Athens

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

CHAPTER 6

Reading: Anonymous, “About the Emperor Theodosius”

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Comparative and Superlative
Adjectives; Comparative and
Superlative *-er* Adjectives; Comparative and
Superlative Adverbs; Ways of
Expressing a Comparison

Standards 1.1, 1.2, 3.1, 3.2, 4.1, 5.2

Talking About a Reading: Modern Stories

Standards 1.1, 1.2, 3.1, 4.2

Classical Latin: The Life of Cicero’s Best Friend—
The Scholar and the Warlord

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

REVIEW 2: CHAPTERS 4–6

Considering the Heroes of Classical Myth:
The Trojan War

Standards 1.1, 2.1, 2.2, 3.1

Connecting with the Post-Ancient World: Universities
in the Middle Ages

Standards 3.1, 5.2

Exploring the Muslim Influence in Spain: Al-Andalus
and the Mudejar Way of Life by *Francis C. Oakley*,
Edward Dorr Griffin Professor of the History of Ideas and
President Emeritus, Williams College, Williamstown,
Massachusetts

Standards 3.1, 5.2

Mirabile Audītū: Mottoes, Phrases, and Terms Relevant
to Christian Religion in Medieval Times and Now

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

CHAPTER 7

Reading: Petrarch, “Francis Greets His Own Cicero”

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: The Irregular Verbs *Volō*, *Nōlō*, and *Mālō*;
Use of *volō*, *nōlō*, and *mālō*;
Negative Commands

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Talking About a Reading: What is the Best Way of Life?

Standards 1.1, 1.2, 3.1, 4.2, 5.2

Classical Latin: The Life of Cicero's Best Friend—
Atticus Leaves Athens

Standards 1.1, 1.2, 2.1., 2.2, 3.1, 3.2

CHAPTER 8

Reading: Lorenzo Valla, "First Preface of the Elegances
of the Latin Language"

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Irregular Comparatives and Superlatives;
Quam with the Superlative of
Adjectives and Adverbs; Deponent Verbs

Standards 1.1, 1.2, 2.1, 3.1, 3.2, 4.1

Talking About a Reading: About Latin and About
Other Languages

Standards 1.1, 1.2, 3.1, 3.2, 4.2, 5.2

Classical Latin: The Life of Cicero's Best Friend—
Atticus and His Uncle

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

CHAPTER 9

Reading: Erasmus, "Erasmus of Rotterdam Greets
His English Friend William Mountjoy"

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: The Irregular Verbs *Ferō* and *Fīō*;
The Imperatives *dīc, dūc, fac* and *fer*;
Superlatives Ending in *-limus*

Standards 1.1, 1.2, 3.1, 4.1

Talking About a Reading: An Ice Storm

Standards 1.1, 1.2, 4.2

Classical Latin: The Life of Cicero's Best Friend—
The Friendship of Atticus and Cicero

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

REVIEW 3: CHAPTERS 7–9

Considering the Heroes of Classical Myth: *The Odyssey*

Standards 1.1, 1.2, 2.1, 2.2, 3.1

Connecting with the Post-Ancient World: The Renaissance

Standards 2.1, 3.1, 5.2

Exploring Cicero's Enduring Influence: Cicero, the
Humanists, and the American Founding Fathers
by Kirk Summers, Associate Professor of Classics,
The University of Alabama, Tuscaloosa, Alabama

Standards 2.1, 2.2, 3.1, 4.2, 5.2

Mirābile Auditū: Phrases and Terms Relevant to
Expressions Used in Writing and Speaking Today

**Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1,
4.2, 5.1, 5.2**

CHAPTER 10

Reading: Erasmus, "Erasmus Greets Andreas Ammonius,
Private Secretary to the King of the English"

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: The Irregular Verb *Ēō*; Reflexive
Pronoun and Reflexive Possessive Adjective; The
Postposition of the Preposition *cum* in Such Phrases
as *sēcum, quōcum*, etc.

Standards 1.1, 1.2, 2.1, 3.1, 3.2, 4.1

Talking About a Reading: An Airplane Trip

Standards 1.1, 1.2, 3.1, 3.2, 4.2

Classical Latin: The Life of Cicero's Best Friend—
Atticus Tries to Avoid Political Turmoil

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

CHAPTER 11

Reading: Thomas More, "About the Ambassadors of
the Anemolians"

Standards 1.1, 1.2, 3.1, 3.2, 5.2

Language Facts: Present Active Participle; Use of
Participles; Adjectives with Genitive Singular in *-īus*

and Dative Singular in *-ī*.
Talking About a Reading: About Our State
Classical Latin: The Life of Cicero's Best Friend—
Atticus Avoids Holding Office in the Provinces

Standards 1.1, 1.2, 3.1, 3.2, 4.1
Standards 1.1, 1.2, 3.1, 3.2, 4.2
Standards 1.1, 1.2, 2.1, 3.1, 3.2

CHAPTER 12

Reading: Juan Ginés de Sepúlveda, "About the New World"
Language Facts: Temporal, Causal, Concessive Clauses;
Conditional Clauses
Talking About a Reading: The First Americans
Classical Latin: The Life of Cicero's Best Friend—
Atticus and the Civil War

Standards 1.1, 1.2, 3.1, 5.2
Standards 1.1, 1.2, 3.1, 3.2, 4.1
Standards 1.1, 1.2, 3.1, 3.2, 4.2
Standards 1.1, 1.2, 2.1, 3.1, 3.2

REVIEW 4: CHAPTERS 10–12

Considering the Heroes of Classical Myth: The House of
Atreus, The House of Labdacus
Connecting with the Post-Ancient World:
The New World
Exploring New Worlds: Searching the Globe and the
Universe by *Edward V. George, Professor of Classics*
Emeritus, Texas Tech University, Lubbock, Texas
Mirābile Audītū: Ancient Latin Phrases and Proverbs
Revived in Humanist Latin and Relevant to the
Twenty-First Century

Standards 1.1, 2.1, 2.2, 3.1, 4.2, 5.2
Standards 3.1, 5.2
Standards 3.1, 4.2, 5.2
Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1,
5.1, 5.2

CHAPTER 13

Reading: Juan Ginés de Sepúlveda, "A Quarrel between
Columbus and His Lieutenants is Settled"
Language Facts: Ablative Absolute; *Īdem, Ipse, Iste*
Talking About a Reading: About All People Being Equal
Classical Latin: The Life of Cicero's Best Friend—
The Assassination of Julius Caesar

Standards 1.1, 1.2, 3.1, 3.2, 5.2
Standards 1.1, 1.2, 3.1, 3.2, 4.1
Standards 1.1, 1.2, 3.1, 3.2, 5.2
Standards 1.1, 1.2, 2.1, 3.1, 3.2

CHAPTER 14

Reading: Nicolaus Copernicus, "About the Revolution
of the Celestial Bodies"
Language Facts: Result Clauses; More Ways to Express
Purpose: Supine in *-m*; *Formation of Adverbs*
Talking About a Reading: Technology
Classical Latin: The Life of Cicero's Best Friend—In the
Middle of Civil Strife

Standards 1.1, 1.2, 3.1, 3.2, 5.2
Standards 1.1, 1.2, 3.1, 3.2, 4.1
Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2
Standards 1.1, 1.2, 2.1, 3.1, 3.2

CHAPTER 15

Reading: Ludvig Holberg, "Underground Journey"
Language Facts: Gerund and Gerundive; Passive
Periphrastic; Dative of Agent
Talking About a Reading: Space Travel
Classical Latin: The Life of Cicero's Best Friend—
Mark Antony in Exile While Enemies Prepare to
Attack His Family

Standards 1.1, 1.2, 3.1, 5.1, 5.2
Standards 1.1, 1.2, 3.1, 3.2, 4.1
Standards 1.1, 1.2, 3.1, 3.2, 4.2
Standards 1.1, 1.2, 2.1, 3.1, 3.2

REVIEW 5: CHAPTERS 13–15

Considering the Heroes of Classical Myth: Aeneas;
Romulus and Remus; the Horatii and the Curiatii;
Mucius Scaevola, Cloelia, and Horatius Cocles

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Connecting with the Post-Ancient World:
The Scientific Revolution

Standards 3.1, 4.2, 5.2

Exploring the Development of the Sciences: Autodidacts,
Polymaths, and Their Theories *by Georgia Irby-Massie,*
Assistant Professor of Classics, The College of William and
Mary, Williamsburg, Virginia

Standards 3.1, 4.2, 5.2

Mirabile Audītū: Early Modern and Medieval Latin
Phrases and Terms Relevant to the
Twenty-First Century

Standards 1.1, 1.2, 3.1, 3.2, 4.1, 4.2,
5.1, 5.2

ADDITIONAL READINGS FROM NEPOS'

LIFE OF ATTICUS

Standards 1.1, 1.2, 2.1, 3.1, 3.2

1. The People Over Fortune
2. The Ship of State
3. Skillful Navigation
4. Atticus and the Emperor's Best Friend
5. Be It Ever So Humble, There's No Place Like Home
6. Like a True Epicurean
7. Atticus and Cicero
8. Atticus the Author
9. Atticus, Friend of the Emperor
10. The Death of Atticus

APPENDIX A

Historical Timeline

Standards 3.2

APPENDIX B

Grammatical Forms and Paradigms

Standards 3.1, 3.2, 4.1

APPENDIX C

Latin Syntax

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APPENDIX D

Supplementary Grammar, Morphology, and Syntax

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LIST OF MAPS

- Map of Post-Ancient Europe
- Map of the British Isles
- Map of Columbus' Voyages

Standards 3.1, 3.2

NOTE: Both the National Standards Correlations and the state of Tennessee Standards Correlations were developed in collaboration with Eisemann Communication, correlations specialists.

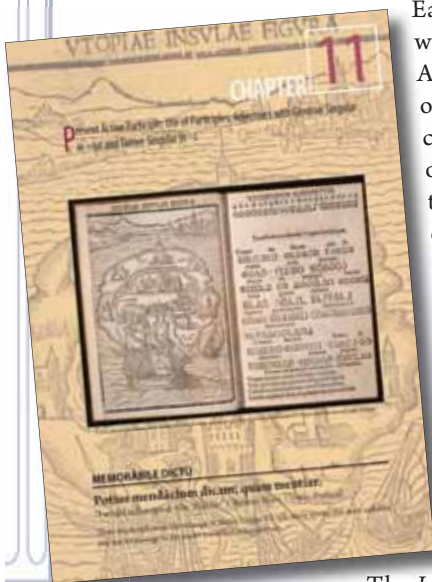
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