



## Alignment Document

### State of Georgia And Aventa Learning Latin

#### Latin 2005-2007 Benchmark Blueprint

| Georgia State Standard   | Unit and Course Topic Description  |
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| <b>I. Communication (CO)</b>   |  |
| <b>CLI.CO1 The students read passages (edited and/or authentic) appropriate for Latin I. The students:</b>   |  |
| A. Demonstrate knowledge of vocabulary, the basic inflection systems, and syntax appropriate to Latin.   | All Unit Vocabularies and exercise reinforcers   |
| B. Employ techniques to assist in reading comprehension.   | Vocabulary lists and E-flash card interactive exercises in each unit   |
| C. Demonstrate reading comprehension of simple Latin passages.   | Listed in Unit's "Sententiae Antiquae" practices and reinforcements  |
| D. Draw conclusions and make inferences from selections read.  | Listed in Unit's "Sententiae Antiquae" practices and reinforcements  |
| <b>CLI.CO2 The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin. The students:</b> |  |
| A. Comprehend and follow oral and written instructions.  | Vocabulary lists and E-flash card interactive exercises in each unit   |
| B. Respond to simple questions, statements, commands, or other stimuli.  | Audio Vocabulary lists and Audio/Visual E-flash card interactive exercises in each unit  |
| <b>CLI.CO3 The students provide accurate, written English translations. The students:</b>  |  |
| A. Select the most appropriate meanings for words based on context.  | Vocabulary lists and E-flash card interactive exercises in each unit.<br>Primary Resource Literature readings from: Caesar, Cicero, Virgil, Horace |



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| <b>CLI.CO4 The students write simple phrases and sentences in Latin as a part of the process for understanding written Latin. The students:</b>  |  |
| A. Observe rules of grammar and syntax appropriate for Latin I.  | Vocabulary lists and E-flash cards, interactive translation exercises in each unit   |
| B. Write from dictation, selections appropriate for Latin I.   | Vocabulary lists and E-flash cards, interactive translation exercises in each unit   |
| <b>CLI.CO5 The students read Latin passages aloud with proper intonation and rhythm. The students:</b>   |  |
| A. Develop a sense of meaningful phrase grouping with appropriate voice inflection.  | Vocabulary lists and E-flash cards, interactive translation exercises in each unit   |
| B. Recognize and reproduce Latin vowel, consonant, and diphthong sounds.   | The Roman Alphabet   |
| <b>II. Cultural Perspectives, Practices, and Products (CU)</b>   |  |
| <b>CLI.CU1 The students demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture. The students:</b>  |  |
| A. Demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding celebrations, family and social structures, food and eating habits, living conditions, entertainment practices, and the concept of time.   | Social class order, slavery, and gladiator identification and utility exercises integrated within selected units according to topical correlations |
| B. Recognize elements of Greco-Roman culture in reading selections.  | The Roman Effects in America   |
| <b>CLI.CU2 The students interpret cultural practices of the Romans. The students:</b>  |  |
| A. Demonstrate an understanding of the role of pater familias, the client/patron relationship, religious practices such as the Vestal Virgins, the importance of proper attire, architectural features, art forms, and facts of ancient history and geography. of ancient history and geography. | Social class order, slavery, and gladiator identification and utility exercises integrated within selected units according to topical correlations |
| B. Identify figures of early Roman legends and the principal Greek and/or Roman deities and mythological heroes and the stories associated with them as reflections of Roman values.   | Studies in The Aeneid  |



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| <b>III. Connections and Comparisons (CC)</b>  |   |
| <b>CLI.CC1 The students reinforce and further the knowledge of other disciplines through the study of Latin. The students:</b>                              |   |
| A. Recognize common Latin roots and prefixes/suffixes and apply this knowledge to English vocabulary skills.  | Cognates and derivatives in Indo-European language tree       |
| B. Identify words and terms studied in Latin in other disciplines (science, social science, language arts, math, etc.).                                     | Latin in targeted vocations: Science, Architecture, Fine Arts |
| C. Recognize and use Roman numerals and the vocabulary associated with counting.  | Cardinal and ordinal adjectives, Numbers                      |
| D. Understand some Latin phrases, abbreviations, and mottoes used in English.   | Cognates and derivatives in Indo-European language tree       |
| E. Investigate the influence of Latin on various professional fields.   | Latin in targeted vocations: Science, Architecture, Fine Arts |
| <b>CLI.CC2 The students acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization. The students:</b> |   |
| A. Identify similarities and differences in ancient Roman and contemporary culture.   | The Roman Effects in America                                  |
| B. Recognize and compare plots and themes of classical mythology in contemporary literature and art.  | Studies in The Aeneid   |
| C. Compare the influence of Latin and the Greco-Roman culture on the customs of other cultures.   | Virtual Roman Society Tours                                   |