Worthington Schools

Global Language - Latin
Graded Course of Study
2015

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Worthington Schools: Latin Graded Course of Study

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INTRODUCTION

Latin is the foundation for many other languages, including English. As such it fills an extremely important role in Worthington Schools curricula.

Latin's widespread influence impacts reading, vocabulary, history and other cultural foundations of our society. Its deep and intense focus on reading provides students with opportunity to hone their critical and analytical reading skills. Latin helps students expand their working English through the deep connections between English and Latin. The study of Latin helps them use words adeptly, as they are not only identifying the root of the word but are also thinking about the grammar and usage of words. As a result, students improve their own use of the English language and use words to specifically and accurately express what they would like to say.

A student's mastery of Latin's vocabulary and grammar will unlock the wonders of the Roman world. Latin literature provides a vital connection between the antiquity and modernity, deep context for American history, and a philosophical and ethical background which enriches students' lives. Latin's vast influence also provides a deep connection with the fields of medicine, law and the military. Also, the signs of Roman civilization and Latin literature are found everywhere in American society, from our architecture and city planning to our governmental structure. Worthington's founder, James Kilbourne, is amongst those who studied Latin and Roman civilization.

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LATIN I GRADED COURSE OF STUDY

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.

World Language Standards: Summary
1. Derive meaning from messages and texts using listening, reading, and viewing strategies.

World Language Standards: Detailed Standards	Common Core Connections: (Reading Standards Grade 2 students)
a) Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions b) Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts. d) Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions. e) Use knowledge of the situation, the purpose of communication, or context cues to understand messages.	5. Know and use various text features (e.g. captions, bold print, subheadings, punctuation) to locate key facts or information in a text efficiently. 8. Use information gained from the illustrations and words in print to demonstrate understanding of its characters, setting, or plot. Common Core Connections (Reading Standards Grade 4 students) 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean).

World Language Standards: Summary
2. Identify how authentic sources convey viewpoints and use authentic sources critically.

World Language Standards: Detailed Standards	Common Core Connections (Reading Standards Grade 5 students)
b) Explain the viewpoint of an authentic source by determining who produced the text, when, why and for whom. c) Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event of viewpoint.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Common Core Connections (Reading Standards Grade 4 students) 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). Anchor Standard for Reading (K-5) 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

LATIN I GRADED COURSE OF STUDY

World Language Standards: Summary	
3. Comprehend and interpret information in authentic messages and informational texts.	
World Language Standards: Detailed Standards b) Answer questions about authentic messages and informational texts. c) Identify, sequence and classify people, places, things or events based on descriptions with some detail. d) Identify and use the essential elements of written informational texts to summarize and relate the main idea and relevant details. e) Examine essential elements of written informational texts to differentiate the main idea and basic relevant details from extraneous information. f) Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.	**Common Core Connections (Reading Standards Grade 2 students)** 5. Know and use various text features (e.g. captions, bold print, subheadings, punctuation) to locate key facts or information in a text efficiently. **Common Core Connections (Reading Standards Grade 4 students)** 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean). **Common Core Connections (Reading Standards Grade 5 students)** 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
World Language Standards: Summary	
4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.	
World Language Standards: Detailed Standards a) Answer a range of questions, from simple to detailed, about literary texts. b) Sequence events in literary texts and analyze that sequence to understand how each event led to the next. c) Provide descriptions of characters and settings that include some details. d) Predict the outcomes of literary texts and provide a basic rationale for those predictions. e) Demonstrate comprehension of literary texts through the creation of artistic and / or technology-enhanced representations. f) Demonstrate understanding about aspects of literary pieces by participating in moderated discussions, journaling and / or creating artistic or expressive representations. g) Relate texts to self, current or historical events or world issues. h) Identify characteristics that explain genre classifications and classify familiar literary selections by genre. i) Compare and contrast two or more literary selections.	**Common Core Connections (Reading Standards Grade 4 students)** 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean). **Common Core Connections (Reading Standards Grade 5 students)** 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LATIN I GRADED COURSE OF STUDY

Tier II Vocabulary:	Tier III Vocabulary:
-See the Attached Latin I Essential Vocabulary List	Grammatical Terminology 1st Semester Noun, Adjective, Preposition, Object of Preposition, Verb, Adverb, Conjunction, Case, Declension, Gender, Nominative subject, Genitive, Accusative direct object, Accusative following a preposition, Ablative of Means, Ablative of Manner, Ablative of Time, Ablative following a preposition, Vocative, Conjugation, Personal Endings , Infinitive, Imperative, Subject verb agreement 2nd Semester Dative Case indirect object, Adjective - Noun Agreement, Tense, Present Tense, Imperfect Tense, Future Tense, Perfect Tense, Pluperfect Tense, Future Perfect Tense, Principal Parts, Perfect (Active) Personal Endings Academic Vocabulary (All year) Infer, Modify, Translate Literally, Compare, Explain, Identify, Provide Latin Support,

Historical Topics	Cultural Topics		Mythological Topics
-Aeneas and the Trojan War	-Roman Families		-Romulus and Remus
-Romulus and Remus and the Founding of Rome	-Roman Slavery		-Europa and the Bull
-Roman Kings	-Roman Villa		-Minerva and Arachne
-Early Republic	-Roman Travel		-Latona and Niobe
-Punic Wars	-Roman Roles in Society		-Pan
	-City of Rome		-Callisto
			-Philemon and Baucis

LATIN II GRADED COURSE OF STUDY

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.	

World Language Standards: Summary
1. Derive meaning from messages and texts using listening, reading, and viewing strategies.

World Language Standards: Detailed Standards	Common Core Connections: (Reading Standards Grade 2 students)
a) Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions b) Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts. d) Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions. e) Use knowledge of the situation, the purpose of communication, or context cues to understand messages.	5. Know and use various text features (e.g. captions, bold print, subheadings, punctuation) to locate key facts or information in a text efficiently. 8. Use information gained from the illustrations and words in print to demonstrate understanding of its characters, setting, or plot. Common Core Connections (Reading Standards Grade 4 students) 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean).

World Language Standards: Summary
2. Identify how authentic sources convey viewpoints and use authentic sources critically.

World Language Standards: Detailed Standards	Common Core Connections (Reading Standards Grade 5 students)
b) Explain the viewpoint of an authentic source by determining who produced the text, when, why and for whom. c) Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event of viewpoint.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Common Core Connections (Reading Standards Grade 4 students) 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). Anchor Standard for Reading (K-5) 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

LATIN II GRADED COURSE OF STUDY

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.	
World Language Standards: Summary 3. Comprehend and interpret information in authentic messages and informational texts.	
World Language Standards: Detailed Standards b) Answer questions about authentic messages and informational texts. c) Identify, sequence and classify people, places, things or events based on descriptions with some detail. d) Identify and use the essential elements of written informational texts to summarize and relate the main idea and relevant details. e) Examine essential elements of written informational texts to differentiate the main idea and basic relevant details from extraneous information. f) Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.	Common Core Connections (Reading Standards Grade 2 students) 5. Know and use various text features (e.g. captions, bold print, subheadings, punctuation) to locate key facts or information in a text efficiently. Common Core Connections (Reading Standards Grade 4 students) 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean). Common Core Connections (Reading Standards Grade 5 students) 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
World Language Standards: Summary 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.	
World Language Standards: Detailed Standards a) Answer a range of questions, from simple to detailed, about literary texts. b) Sequence events in literary texts and analyze that sequence to understand how each event led to the next. c) Provide descriptions of characters and settings that include some details. d) Predict outcomes of literary texts and give a basic rationale for predictions. e) Demonstrate comprehension of literary texts through the creation of artistic and / or technology-enhanced representations. f) Demonstrate understanding about aspects of literary pieces by participating in journaling and / or creating artistic or expressive representations. g) Relate texts to self, current or historical events or world issues. h) Identify characteristics that explain genre classifications and classify familiar literary selections by genre. i) Compare and contrast two or more literary selections.	Common Core Connections (Reading Standards Grade 4 students) 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (e.g. Herculean). Common Core Connections (Reading Standards Grade 5 students) 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LATIN II GRADED COURSE OF STUDY

Tier II Vocabulary: -See the Attached Latin I and II Essential Vocabulary Lists	Tier III Vocabulary: Grammatical Terminology 1st Semester Pronouns (Personal, Demonstrative, Indefinite, Relative), Relative Clause, Antecedent, Interrogatives, Voice, Passive, Active, Ablative of Agent, 2nd Semester Degree, Comparative, Positive, Superlative, Comparisons, Deponent Temporal, Locative, Accusative of Duration of Time, Ablative of Time, Accusative of Motion Towards, Ablative of Separation, Participle, Subjunctive, Indicative, Indirect Questions, Circumstantial Clauses, Causal Clauses, Temporal Clauses Academic Vocabulary (All year), Infer, Modify, Translate Literally, Compare, Explain, Identify, Provide Latin Support,

Historical Topics -Punic Wars to Civil Wars -Decline of the Republic -Fall of the Republic -Augustus	Cultural Topics -City of Rome -Roman House -Roman Dinner -Ancient Education	Mythological Topics -Echo and Narcissus -Nisus and Euryalus -The Judgment of Paris -Orpheus and Eurydice

LATIN III GRADED COURSE OF STUDY

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.	
World Language Standards: Summary 1. Derive meaning from messages and texts using listening, reading, and viewing strategies.	
World Language Standards: Detailed Standards a) Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions b) Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts. d) Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions. e) Use knowledge of the situation, the purpose of communication, or context cues to understand messages.	Common Core Connections: Reading Standards for Literature 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 5. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects such as mystery, tension, or surprise.
World Language Standards: Summary 2. Identify how authentic sources convey viewpoints and use authentic sources critically.	
World Language Standards: Detailed Standards b) Explain the viewpoint of an authentic source by determining who produced the text, when, why and for whom. c) Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event of viewpoint.	Common Core Connections: Reading Standards for Literature 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3. Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 5. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.

World Language Standards: Summary
3. Comprehend and interpret information in authentic messages and informational texts.

World Language Standards: Detailed Standards	Common Core Connections: Reading Standards for Literature
b) Answer questions about authentic messages and informational texts. c) Identify, sequence and classify people, places, things or events based on descriptions with some detail. d) Identify and use the essential elements of written informational texts to summarize and relate the main idea and relevant details. e) Examine essential elements of written informational texts to differentiate the main idea and basic relevant details from extraneous information. f) Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of text, including how emerges and is shaped and refined by specific details; provide an objective summary of the text. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

World Language Standards: Summary
4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

World Language Standards: Detailed Standards	Common Core Connections: Reading Standards for Literature
i) Answer a range of questions, from simple to detailed, about literary texts. j) Sequence events in literary texts and analyze that sequence to understand how each event led to the next. k) Provide descriptions of characters and settings that include some details. l) Predict outcomes of literary texts and give a basic rationale for predictions. m) Demonstrate comprehension of literary texts through the creation of artistic and / or technology-enhanced representations. n) Demonstrate understanding about aspects of literary pieces by participating in moderated discussions, journaling and / or creating artistic or expressive representations. o) Relate texts to self, current or historical events or world issues. p) Identify characteristics that explain genre classifications and classify familiar literary selections by genre. q) Compare and contrast two or more literary selections	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of text, including how emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

LATIN III GRADED COURSE OF STUDY

Latin Topics Covered	
Tier II Vocabulary: See Attached Latin I, II, and III Essential Vocabulary Lists	Tier III Vocabulary: 1st Semester: Participles, Ablative Absolutes, Indirect Statement, Accusative and Infinitive Construction, Accusative Subject, Relative Time, Result Clause, Purpose Clause, Subjunctive, Indicative, Indirect Command, Conditionals w/ Subjunctive 2nd Semester: Dactylic Hexameter, Scansion, Poetic Devices, Conditionals w/ Indicative, Dative w/ Compound Verbs, Relative Clause of Characteristic, Gerund, Gerundive, Clauses of Fearing, Impersonal Passive, Hortatory Subjunctive, Jussive Subjunctive, Passive Periphrastic Academic Vocabulary (All year), Infer, Modify, Translate Literally, Compare, Explain, Identify, Provide Latin Support,

| Historical Topics:
-Roman Emperors
-Empire Through Time
-Decline and Fall of Roman Empire
-Impact of Romans through Time | Cultural Topics:
-Roman Baths
-Roman Religion
-War/Empire
-Leadership
-Views of Non Romans
-Humans and Gods | Mythological Topics:
-Midas and the Golden Touch
-Jason and the Argonauts
-Daedalus and Icarus
-Pygmalion |

AP LATIN GRADED COURSE OF STUDY

World Language Standards: Interpretive Communication: Learners comprehend the main idea and relevant details in a variety of age-appropriate written messages; personal anecdotes and narratives in the language. They understand and interpret authentic classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and cultural sources.	
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World Language Standards: Summary 2. Identify how authentic sources convey viewpoints and use authentic sources critically.	
World Language Standards: Detailed Standards b) Explain the viewpoint of an authentic source by determining who produced the text, when, why and for whom. c) Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event of viewpoint.	Common Core Connections: Reading Standards for Literature 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed.) 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant 7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

World Language Standards: Summary
3. Comprehend and interpret information in authentic messages and informational texts.

World Language Standards: Detailed Standards	Common Core Connections: Reading Standards for Literature
b) Answer questions about authentic messages and informational texts. c) Identify, sequence and classify people, places, things or events based on descriptions with some detail. d) Identify and use the essential elements of written informational texts to summarize and relate the main idea and relevant details. e) Examine essential elements of written informational texts to differentiate the main idea and basic relevant details from extraneous information. f) Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony or understatement).

World Language Standards: Summary
4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

World Language Standards: Detailed Standards	Common Core Connections: Reading Standards for Literature
a) Answer a range of questions, from simple to detailed, about literary texts. b) Sequence events in literary texts and analyze that sequence to understand how each event led to the next. c) Provide descriptions of characters and settings that include some details. d) Predict the outcomes of literary texts and provide a basic rationale for those predictions. e) Demonstrate comprehension of literary texts through the creation of artistic and / or technology-enhanced representations. f) Demonstrate understanding about aspects of literary pieces by participating in moderated discussions, journaling and / or creating artistic or expressive representations. g) Relate texts to self, current or historical events or world issues. h) Identify characteristics that explain genre classifications and classify familiar literary selections by genre. i) Compare and contrast two or more literary selections that share the same topic, but represent different genres.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed.) 6. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. 7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

AP LATIN GRADED COURSE OF STUDY

Latin Topics Covered	
Tier II Vocabulary: See AP Latin Essential Vocabulary Lists (Vergil/Caesar), Latin I, II, and III Essential Vocabulary Lists	Tier III Vocabulary: 1st Semester: Alliteration, Anaphora, Apostrophe, Asyndeton, Chaismus, Enjambment, Hyperbaton, Hyperbole, Litotes, Metaphor, Metonymy, Onomatopoeia, Personification, Polysyndeton, Rhetorical Questions, Simile, Synchesis, Tmesis, Supine, Relative Clause of Purpose 2nd Semester: Reviewing all previous Tier III Vocabulary

Historical Topics Covered: -Julio-Claudian Family -Ancient Gaul/Celtic People	Cultural Topics: -Roman Values -Literary Genre and Style -History and Memory		Mythological Topics: -The Underworld -Foundation of Carthage

Latin I Learning Targets
1st Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in the main clause of any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate all of the main clause (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Verbs
_____:Prof: I can find the verb in any sentence.
_____:Adv: I can translate a verb with the subject and meaning outside of a sentence.
_____:Exp: I can translate a verb in a sentence.
_____:AP: I can translate all of the verbs in a given passage.

4) Subject - Verb Agreement (Singular/Plural)
_____:Prof: I can recognize a singular subject and verb and a plural subject and verb.
_____:Adv: I can translate a singular subject and verb and a plural subject and verb.
_____:Exp: I can anticipate the ending of a verb based on the subject or the ending of subject based on the verb.
_____: AP:I can infer an unprovided subject from verb ending and context.

5) Direct Objects
_____:Prof: I can recognize a Direct Object in a sentence based on its ending.
_____:Adv: I can accurately find and translate a singular Direct Object in a sentence.
_____:Exp: I can accurately find and translate a singular or plural Direct Object in a sentence.
_____:AP: I can correctly translate the words with endings that could either be Subjects or Direct Objects.

6) Infinitives

_____:Prof: I can recognize an Infinitive in a sentence based on its ending.

_____:Adv: I can anticipate the main verb when an infinitive appears in the sentence.

_____:Exp: I can anticipate an infinitive when I see a verb that requires a complementary infinitive.

_____:AP: I can accurately translate an Infinitive in a sentence.

7) Vocabulary

_____:Prof: I can identify 70% of the basic meaning of the Latin I Essential Vocabulary words on a quiz/test .

_____:Adv: I can identify 80% of the basic meaning and the Dictionary Forms of the Latin I Essential Vocabulary List words on a quiz/test.

_____:Exp: I can identify 90% the meanings and forms of the Latin I Essential Vocabulary List words in a text.

_____:AP: I can translate any word from the Latin I Essential Vocabulary List to reflect its meaning and use in context.

8) Specific Latin Terminology

_____:Prof: I can explain the terms case and declension.

_____:Adv: I can explain the terms Nominative and Accusative.

_____:Exp: I can identify the declension and case of a noun based on its ending.

_____:AP: I can recognize the case, # and use of a Latin noun based on its context in a sentence.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin I Learning Targets
2nd Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in the main clause of any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate all of the main clause (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Verbs
_____:Prof: I can find the verb in any sentence.
_____:Adv: I can translate a verb with the subject and meaning outside of a sentence.
_____:Exp: I can translate a verb to reflect its subject and meaning in a sentence.
_____:AP: I can translate all of the verbs (all forms - including infinitives & imperatives & esse) in a given passage.

4) Prepositional Phrases
_____:Prof: I can recognize a preposition.
_____:Adv: I can recognize and isolate complete prepositional phrases.
_____:Exp: I can translate a prepositional phrase.
_____: AP: I can identify the case of a noun that follows a given preposition.

5) Genitive Case
_____:Prof: I can associate the genitive case with the English preposition "OF".
_____:Adv: I can recognize that a noun is in the Genitive case and I can identify the word it modifies.
_____:Exp: I can correctly identify whether the endings AE / Ī are in the genitive singular of nominative plural.
_____:AP: I can accurately translate a noun in the genitive case in context.

6) Ablative Case without prepositions
_____:Prof: I can list the uses of the ablative case without preposition - time when, means and manner.
_____:Adv: I can recognize that a noun is in the ablative case.
_____:Exp: I can recognize the patterns of the ablative case noun endings.
_____:AP: I can accurately translate a noun in the ablative case in context to reflect its use.

7) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

8) Specific Latin Terminology

_____:Prof: I can explain the terms case, declension and conjugation.

_____:Adv: I can explain the terms Nominative, Genitive, Accusative, Ablative and Vocative.

_____:Exp: I can identify the declension and case of a noun based on its ending & I can identify the conjugation of a verb based on its dictionary form.

_____:AP: I can recognize the case, # and use of a Latin noun based on its context in a sentence.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin I Learning Targets
3rd Quarter
Communication

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in the main clause of any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate all of the main clause (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Verbs and their Tenses
_____:Prof: I can translate a verb to reflect its subject and meaning in a sentence.
_____:Adv: I can identify the tense of a verb based on its tense marker.
_____:Exp: I can translate a verb to reflect its tense, subject and meaning in a sentence.
_____:AP: I can recognize the contextual clues of the temporal setting of a Latin passage.

4) Irregular Verbs and their Tenses (esse, posse, velle, nōlle, īre, ferre)
_____:Prof: I can translate a verb to reflect its subject and meaning in a sentence.
_____:Adv: I can identify the tense of a verb based on its tense marker.
_____:Exp: I can translate a verb to reflect its tense, subject and meaning in a sentence.
_____:AP: I can recognize the contextual clues of the temporal setting of a Latin passage.

5) Neuter Nouns
_____:Prof: I can recognize that a noun is neuter.
_____:Adv: I can recognize the case &# of a neuter noun based on its ending.
_____:Exp: I can distinguish between a neuter noun in the nominative and accusative based on its use in a sentence.
_____:AP: I can accurately translate a neuter noun in context to reflect case, # and use.

6) Noun - Adjective Agreement

_____:Prof: I can recognize adjectives that modify nouns with identical endings.

_____:Adv: I can recognize nouns and adjectives that agree but come from different declension.

_____:Exp: I can identify the case, # & gender of an adjective and the noun it modifies.

_____:AP: I can accurately translate an adjective and its noun in context to reflect its case, # & use.

7) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

8) Specific Latin Terminology

_____:Prof: I can explain the terms case, declension, gender and conjugation.

_____:Adv: I can explain the terms - present, imperfect and future tense.

_____:Exp: I can identify the declension and case of a noun and an adjective based on its ending.

_____:Exp: I can identify the conjugation of a verb based on its dictionary form.

_____:AP: I can recognize the case, # and use of a Latin noun and adjective based on its context in a sentence.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin I Learning Targets
4th Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can answer questions about a Latin passage in English.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can answer questions about a Latin passage in Latin.
_____:AP: I can answer questions about a Latin passage in Latin providing Latin textual support.

2) Translation
_____:Prof: I can accurately translate the most important words in the main clause of any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate all of the main clause (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Verbs and their Principal Parts and Stems
_____:Prof: I can label the principal parts of a verb and identify the present and perfect stem.
_____:Adv: I can recognize the stem of a verb in context.
_____:Exp: I can associate verb stems with the tenses which are created from them.
_____:AP: I can instantly recognize the meaning and potential forms of a verb based on its stem / principal part used.

4) Verbs and their Tenses
_____:Prof: I can translate a verb to reflect its subject and meaning in a sentence.
_____:Adv: I can identify the tense of a verb based on its tense marker.
_____:Exp: I can translate a verb to reflect its tense, subject and meaning in a sentence.
_____:AP: I can recognize the contextual clues of the temporal setting of a Latin passage and differentiate between the subtleties of the tenses.

5) Dative Case
_____:Prof: I can associate the dative case with the English prepositions "TO / FOR".
_____:Adv: I can anticipate the use of a noun in the dative case after verbs of giving, showing, telling, necesse est & licet.
_____:Exp: I can correctly identify whether the endings Ō / ĪS / IBUS are in the dative or ablative case based on the context.
_____:AP: I can accurately translate a noun in the dative case in context.

6) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

7) Specific Latin Terminology

_____:Prof: I can explain the terms case, declension, gender and conjugation, principal parts and verb stems.

_____:Adv: I can explain the terms - perfect, pluperfect and future perfect tense.

_____:Exp: I can identify the declension and case of a noun and an adjective based on its ending.

_____:Exp: I can identify the conjugation of a verb based on its dictionary form.

_____:AP: I can recognize the case, # and use of a Latin noun and adjective based on its context in a sentence.

CULTURE

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin II Learning Targets
1st Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) 4th and 5th Declension Nouns
_____:Prof: I can identify a 4th or 5th declension noun on a vocabulary list.
_____:Adv: I can identify the case and # of any noun in the 4th or 5th declension.
_____:Exp: I can identify the case, # and use of a 4th or 5th Declension noun in context.
_____:Cr: I can translate a 4th or 5th Declension noun to reflect its case, # and use in context.

4) Hic, Ille
_____:Prof: I can recognize whether *hic* or *ille* is used as an adjective or pronoun in context.
_____:Adv: If *hic* or *ille* is used as a pronoun, I can identify the word it is replacing. If *hic* or *ille* is used as adjective, I can identify the word it is modifying.
_____:Exp: I can identify the case, # and gender of any form of *hic* and *ille* in context.
_____:Cr: I can translate any form of *hic* or *ille* in context to reflect its case, #, gender and use.

5) Personal Pronouns
_____:Prof: I can identify the person of a pronoun in context.
_____:Adv: I can identify the word that the pronoun is replacing.
_____:Exp: I can identify the case and number of any form of the personal pronoun in context.l
_____:Cr: I can translate any form of the personal pronoun in a sentence.

6) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin II Learning Targets
2nd Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Relative Pronouns
_____:Prof: I can identify a relative pronoun and its clause in context.
_____:Adv: I can identify the antecedent of the relative pronoun.
_____:Exp: I can identify the case, # and gender of any form of the relative pronoun in context.
_____:Cr: I can translate any form of the relative pronoun to reflect its case, # and use in a sentence.

4) Interrogative Pronouns & Adjectives
_____:Prof: I can identify an interrogative and whether it is used as a pronoun or adjective in context.
_____:Adv: If the interrogative is used as a pronoun, I can identify the word it is replacing.
           If interrogative is used as an adjective, I can identify the word it is modifying.
_____:Exp: I can identify the case, # and gender of any form of the interrogative in context.
_____:Cr: I can translate any form of the interrogative to reflect its case, # and use in a sentence.

5) Passive Voice
_____:Prof: I can identify a passive verb.
_____:Adv: I can identify the grammatical and contextual subject of a passive verb.
_____:Exp: I can identify the subject and tense of any passive verb used in context.
_____:Cr: I can translate a passive verb used in a sentence to reflect its subject, tense and meaning.

6) Vocabulary
_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.
_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.
_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.
_____:AP: I can translate a Latin word to reflect its meaning and use in context.

Culture

1) Product

_____:Prof: I can identify the product.

   _____:Adv: I can describe and examine the product and its purpose.

      _____:Exp: I can compare the product to its modern equivalent.

         _____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

   _____:Adv: I can describe and examine the practice and its purpose.

      _____:Exp: I can compare the practice to its modern equivalent.

         _____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

   _____:Adv: I can describe and examine the character's place in Roman society or history.

      _____:Exp: I can show how the character reflects social values for his status in Roman society.

         _____:AP: I can compare two characters' perspective of the same topic.

Latin II Learning Targets
3rd Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Adjectives
_____:Prof: I can recognize the degree of an adjective used in context.
_____:Adv: I can identify the noun any adjective is modifying.
_____:Exp: I can identify the case, #, gender and degree of any adjective in context.
_____:Cr: I can translate an adjective to reflect its case, #, gender, degree and use in a sentence.

4) Adverbs
_____:Prof: I can differentiate between adjectives and adverbs.
_____:Adv: I can recognize adverbs that come from adjectives.
_____:Exp: I can recognize the degree of an adverb used in context.
_____:Cr: I can translate any adverb to reflect its degree and meaning in a sentence.

5) Comparison of Adjective and Adverbs
_____:Prof: I can recognize the comparative form of an adjective or adverb.
_____:Adv: I can recognize the use of QUAM in a comparison.
_____:Exp: I can recognize the use of the ablative of comparison.
_____:Cr: I can translate any comparison in a sentence.

6) Deponent Verbs

_____:Prof: I can identify a deponent verb in its dictionary form.

_____:Adv: I can identify the grammatical and contextual subject of a deponent verb.

_____:Exp: I can identify the subject and tense of any deponent verb used in context.

_____:Cr: I can translate a deponent verb used in a sentence to reflect its subject, tense and meaning.

7) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin II Learning Targets
4th Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about the lives of Romans from a Latin passage.
2) Translation
_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.
3) Time
_____:Prof: I can recognize time based vocabulary.
_____:Adv: I can identify the case of a time based word.
_____:Exp: I can identify the time based word as accusative duration of time or ablative of time when or within which.
_____:AP: I can translate a time phrase to reflect its use in a sentence.
4) Place
_____:Prof: I can recognize place based vocabulary without a preposition.
_____:Adv: I can identify the case of a place based word.
_____:Exp: I can identify the direction or location of a place based word based on its case (acc., abl., loc.)
_____:AP: I can translate any place based word to reflect its direction or location.
5) Participles
_____:Prof: I can recognize a verb in the form of a participle.
_____:Adv: I can identify the tense and voice of a participle.
_____:Exp: I can recognize the case, #, gender and use of a participle in context.
_____:AP: I can translate any participle to reflect its tense, voice, case, #, gender & use in a sentence.
6) Imperfect Subjunctive Verbs
_____:Prof: I can accurately identify any Imperfect Subjunctive.
_____:Adv: I can accurately find and translate any Imperfect Subjunctive OUTSIDE of context.
_____:Exp: I can accurately find and translate any Imperfect Subjunctive INSIDE the context of a sentence.
_____:AP: I can create an Imperfect Subjunctive verb in any person and number and put it into the correct context of a sentence.

7) Pluperfect Subjunctive Verbs

_____:Prof: I can accurately identify any Pluperfect Subjunctive.

_____:Adv: I can accurately find and translate any Pluperfect Subjunctive OUTSIDE of context.

_____:Exp: I can accurately find and translate any Pluperfect Subjunctive INSIDE the context of a sentence.

_____:AP: I can create an Pluperfect Subjunctive verb in any person and number and put it into the correct context of a sentence.

8) Cum Clauses/Indirect Questions

_____:Prof: I can identify and isolate a Subjunctive Cum Clause/Indirect Question.

_____:Adv: I can differentiate between Cum Circumstantial, Cum Causal, Cum Concessive clauses, and Indirect Questions and translate them.

_____:Exp: I can accurately translate any Cum Clause or Indirect Question using the correct time according to the Sequence of Tenses.

_____:AP: I can translate any Cum clause or Indirect Question in its proper context and fit it smoothly into an English translation.

7) Vocabulary

_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.

_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.

_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.

_____:AP: I can translate a Latin word to reflect its meaning and use in context.

Culture

1) Product

_____:Prof: I can identify the product.

_____:Adv: I can describe and examine the product and its purpose.

_____:Exp: I can compare the product to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

_____:Adv: I can describe and examine the practice and its purpose.

_____:Exp: I can compare the practice to its modern equivalent.

_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

_____:Adv: I can describe and examine the character's place in Roman society or history.

_____:Exp: I can show how the character reflects social values for his status in Roman society.

_____:AP: I can compare two characters' perspective of the same topic.

Latin III Learning Targets
1st Quarter

COMMUNICATION

1) Reading Comprehension
_____:Prof: I can answer basic questions about a Latin passage with assistance (grammar, vocabulary, teacher, other students).
_____:Adv: I can answer more detailed questions about a Latin passage with some assistance (grammar, vocabulary).
_____:Exp: I can answer very detailed questions about a Latin passage without any assistance.
_____:AP: I can answer some questions about an authentic Latin passage with some assistance.
2) Translation
_____:Prof: I can accurately translate the most important words in the main clause of any sentence (Subject, Verb, Direct Object)
_____:Adv: I can accurately translate all of the main clause (Genitives, Datives, Ablatives, Prep's, Adverbs, etc...)
_____:Exp: I can accurately fit subordinate clauses into a translation.
_____:AP: I can accurately fit a sentence into the context of the story.

3) Participles
_____:Prof: I can recognize a verb in the form of a participle.
_____:Adv: I can identify the tense and voice of a participle.
_____:Exp: I can recognize the case, #, gender and use of a participle in context.
_____:AP: I can translate any participle to reflect its tense, voice, case, #, gender & use in a sentence.

4) Ablative Absolutes
_____:Prof: I can identify and isolate a Ablative Absolute.
_____:Adv: I can translate an Ablative Absolute in at least three different ways.
_____:Exp: I can accurately translate the tense and voice of any Ablative Absolute.
_____:AP: I can translate any Ablative Absolute in its proper context and fit it smoothly into an English translation.

5) Infinitives
_____:Prof: I can identify an infinitive in the context of a sentence
_____:Adv: I can identify the time and voice of an infinitive
_____:Exp: I can accurately translate an infinitive based on its voice and relative to the time of the main verb.
_____:AP: I can translate any infinitive accurately in its appropriate context.

6) Indirect Statement

_____:Prof: I can identify an indirect statement in a sentence.

    _____:Adv: I can find the accusative subject and infinitive verb in an indirect statement.

        _____:Exp: I can translate an indirect statement in the appropriate time relative to the main verb.

            _____:AP: I can translate an indirect statement seamlessly in a larger translation.

7) Vocabulary

_____:Prof: I can identify 75% of the words meanings from the Beginning of the Year vocabulary list.

    _____:Adv: I can identify 85% of the words meanings from the Beginning of the Year vocabulary list as well as 75% of the grammatical information.

        _____:Exp: I can identify 90% of the words meanings from the Beginning of the Year vocabulary list as well as 90% of the grammatical information.

            _____:Cr: I can use the words accurately grammatically and in context by writing Latin sentences.

Culture

1) Product

_____:Prof: I can identify the product.

    _____:Adv: I can describe and examine the product and its purpose.

        _____:Exp: I can compare the product to its modern equivalent.

            _____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice

_____:Prof: I can identify the practice

    _____:Adv: I can describe and examine the practice and its purpose.

        _____:Exp: I can compare the practice to its modern equivalent.

            _____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective

_____:Prof: I can identify the character and who he is.

    _____:Adv: I can describe and examine the character's place in Roman society or history.

        _____:Exp: I can show how the character reflects social values for his status in Roman society.

            _____:AP: I can compare two characters' perspective of the same topic.

Latin III Learning Targets
2nd Quarter

COMMUNICATION

1) Reading Comprehension

_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.

_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.

_____:Exp: I can summarize a Latin passage in English.

_____:AP: I can infer information about the lives of Romans from a Latin passage.

2) Translation

_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).

_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).

_____:Exp: I can provide **an appropriate English translation** that accurately reflects the Latin grammar .

_____:AP: My translation provides a coherent narrative.

3) Subjunctive Verbs

_____:Prof: I can anticipate the use of a subjunctive verb from context clues.

_____:Adv: I can identify the tense and voice of a subjunctive verb.

_____:Exp: I can translate a subjunctive verb relative to the time of the main verb.

_____:Cr: I can translate a subordinate clause with a subjunctive in a larger translation.

4) Result Clauses

_____:Prof: I can identify a result clause in a sentence.

_____:Adv: I can identify the clues that you have a result clause.

_____:Exp: I can translate a result clause relative to the time of the main verb.

_____:AP: I can translate a result clause seamlessly in a larger translation.

5) Purpose Clauses

_____:Prof: I can identify a purpose clause in a sentence.

_____:Adv: I can identify the clues that you have a purpose clause.

_____:Exp: I can translate a purpose clause relative to the time of the main verb.

_____:AP: I can translate a purpose clause seamlessly in a larger translation.

6) Present Subjunctive

_____:Prof: I can identify a present subjunctive in the context of a sentence

_____:Adv: I can identify the use of the present subjunctive in the context of a sentence.

_____:Exp: I can accurately translate a present subjunctive based on its voice and relative to the time of the main verb.

_____:AP: I can translate any present subjunctive accurately in its appropriate context.

7) Perfect Subjunctive
_____:Prof: I can identify a perfect subjunctive in the context of a sentence
_____:Adv: I can identify the use of the perfect subjunctive in the context of a sentence.
_____:Exp: I can accurately translate a perfect subjunctive based on its voice and relative to the time of the main verb.
_____:AP: I can any perfect subjunctive accurately in its appropriate context.

8) Indirect Commands
_____:Prof: I can identify an indirect command in a sentence.
_____:Adv: I can find the keywords used to introduce a positive and negative indirect command.
_____:Exp: I can translate an indirect command in the appropriate time relative to the main verb.
_____:AP: I can translate an indirect command seamlessly in a larger translation.

9) Conditions with Subjunctive Verbs
_____:Prof: I can identify a condition with a subjunctive verb.
_____:Adv: I can identify the tense of the subjunctive verb in the condition.
_____:Exp: I can translate a condition to reflect the tense and voice of the subjunctive verb.
_____:AP: I can translate conditions seamlessly in a larger translation.

Culture

1) Product
_____:Prof: I can identify the product.
_____:Adv: I can describe and examine the product and its purpose.
_____:Exp: I can compare the product to its modern equivalent.
_____:AP: I can explain its significance in a Latin passage and show how the author integrates the product into the text.

2) Practice
_____:Prof: I can identify the practice
_____:Adv: I can describe and examine the practice and its purpose.
_____:Exp: I can compare the practice to its modern equivalent.
_____:AP: I can explain its significance in a Latin passage and show how the author integrates the practice into the text.

3) Perspective
_____:Prof: I can identify the character and who he is.
_____:Adv: I can describe and examine the character's place in Roman society or history.
_____:Exp: I can show how the character reflects social values for his status in Roman society.
_____:AP: I can compare two characters' perspective of the same topic.

Latin III Learning Targets
Latin Poetry (e.g. Ovid, Catullus, Martial, Horace)

1) Reading Comprehension
_____:Prof: I can understand the overall meaning of a Latin text and avoid stumbling on unknown words and expressions.
_____:Adv: I can answer questions about a Latin passage in English providing Latin textual support.
_____:Exp: I can summarize a Latin passage in English.
_____:AP: I can infer information about political, historical and cultural events reflected in this Latin passage.

2) Translation
_____:Prof: I can accurately translate the most important words in any sentence (Subject, Verb, Direct Object).
_____:Adv: I can accurately translate an entire Latin sentence (Prep's, Adverbs, Conjunctions and Idiomatic Phrases).
_____:Exp: I can provide **an appropriate English translation** that literally reflects the Latin grammar .
_____:AP: My translation provides a coherent narrative.

3) Literary and Textual Analysis
_____:Prof: I can know what the question is asking.
_____:Adv: I can read the Latin text.
_____:Exp: I can make a coherent argument to answer the question about the text.
_____:AP: I can use appropriate Latin references through translation or paraphrasing to support my argument.

5) Literary Devices
_____:Prof: I can define the literary terms required by the College Board for the exam.
_____:Adv: I can identify a literary device in context from a list of terms provided. (multiple choice)
_____:Exp: I can identify a literary device in context.
_____:AP: I can explain why an author is using this literary device (if applicable).

6) Grammatical Constructions
_____:Prof: I can define the grammatical constructions required by the College Board for the exam.
_____:Adv: I can identify a grammatical construction in context from a list of terms provided. (multiple choice)
_____:Exp: I can identify a grammatical construction in context.
_____:AP: I can translate a line to reflect its grammatical construction..

7) Vocabulary
_____:Prof: I can identify the meaning of 75% of the vocabulary words on a quiz.
_____:Adv: I can identify the meaning of 85% and the forms of 75% of the vocabulary words on a quiz.
_____:Exp: I can identify the meaning and forms of 85% of the vocabulary words in a text.
_____:AP: I can translate a Latin word to reflect its meaning and use in context.

Latin III Learning Targets
Latin Prose Authors (e.g. Caesar, Livy, Cicero)

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AP Latin Learning Targets
Latin Poetry (e.g. Ovid, Catullus, Martial, Horace)

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Latin I Essential Vocabulary - Alphabetical			
ā, ab	away from, by	celeriter	quickly
absum, abesse, afuī, afutūrus	to be away, be absent	circum	around
ad	to, towards, at	cīvis, cīvis (m.)	citizen
adiuvō, adiuvāre, adiūvī, adiūtus	to help	clamō, clamāre, clamāvī, clamātus	to shout
adsum, adesse, afuī, afūtūrus	to be present, be here	clamor, clamōris (m.)	shouting
adveniō, advenīre, advēnī, adventus	to arrive	cōnspiciō, cōnspicere, cōnsēxī, cōnspectus	to notice, catch sight of
ager, agrī (m.)	field	consul, consulis (m.)	consul (co-mayor)
agō, agere, ēgī, actus	to do, drive	corpus, corporis (n.)	body
alius, -a, -um	other, another, second	crās	tomorrow
alter, -a, -um	other, another, second	cubiculum, -ī (n.)	room, bedroom
amīca, -ae (f.)	friend (female)	cum	with
amīcus, -ī (m.)	friend (male)	cūr	why?
amō, amāre, amāvī, amātus	to love, like	cūrō, cūrāre, cūrāvī, cūrātus	to take care of, care for
animus, -ī (m.)	mind, soul	currō, currere, cucurrī, cursūrus	to run
annus, -ī (m.)	year	dē	down from, about
anteā	before	dēfessus, -a, -um	tired
antequam	before, earlier than	dēscendō, dēscendere, dēscendī, dēscensus	to climb down, go down
antiquus, -a, -um	old, ancient	deus, -ī (m.)	god
aqua, -ae (f.)	water	dīcō, dīcere, dīxī, dictus	to say, tell
arbor, arboris (f.)	tree	diēs, dieī (m.)	day
arripiō, arripere, arripuī, arreptus	to grab hold of	discēdō, discēdere, discēssī, discessūrus	to leave, depart
ars, artis (f.)	art, skill	dō, dare, dedī, datus	to give, allow, grant
ascendō, ascendere, ascendī, ascensus	to climb, go up	doceō, docēre, docuī, doctus	to teach
audiō, audīre, audīvī, audītus	to hear, listen	dominus, -ī (m.)	master
auxilium, -ī (n.)	help	dormiō, dormīre, dormīvī, dormitūrus	to sleep
bene	well	dūcō, dūcere, dūxī, ductus	to lead, take
bonus, -a, -um	good	dum	while
brevis, -is, -e	short	ego	I
cadō, cadere, cecidī, casūrus	to fall	eō ipsō tempore	at that moment
caelum, -ī (n.)	sky	eō, īre, īvī, itūrus	to go
calidus, -a, -um	hot	equus, -ī (m.)	horse
capiō, capere, cēpī, captus	to take, capture	et	and
caput, capitis (n.)	head	etiam	even, also

absum, abesse, afuī, afutūrus	to be away, be absent	circum	around
ad	to, towards, at	cīvis, cīvis (m.)	citizen
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caelum, -ī (n.)	sky	eō, īre, īvī, itūrus	to go
calidus, -a, -um	hot	equus, -ī (m.)	horse
capiō, capere, cēpī, captus	to take, capture	et	and
caput, capitis (n.)	head	etiam	even, also

Latin I Essential Vocabulary - Alphabetical			
ex (ē)	out of	iterum	again
exclamō, exclamāre, exclamāvī, exclāmātus	to shout out	iubeō, iubēre, iussī, iussus	to command, order
exeō, exīre, exīvī, exitūrus	to go out	laborō, laborāre, laborāvī, laborātus	to work
explicō, explicāre, explicāvī, explicātus	to explain	laetus, -a, -um	happy
faciō, facere, fēcī, factus	to do, make	lectus, -ī (m.)	bed, couch
femina, -ae (f.)	woman	legō, legere, lēgī, lectus	to read, choose, gather
ferō, ferre, tulī, latus	to bring, carry, say	lentē	slowly
fīlia, -ae (f.)	daughter	licet, licēre, licuit	it is allowed
fīlius, -ī (m.)	son	longus, -a, -um	long, tall
fortis, -is, -e	strong, brave	lupus, -ī (m.)	wolf
frāter, frātris (m.)	brother	magnus, -a, -um	big, large
fugiō, fugere, fūgī, -	to flee	maneō, manēre, mansī, mansus	to stay, remain
habeō, habēre, habuī, habitus	to have, own	manus, -ūs (f.)	hand
habitō, habitāre, habitāvī, habitātus	to live in	māter, matris (f.)	mother
heri	yesterday	mēcum	with me
hīc	here, in this place	medius, -a, -um	mid-, middle of
hodiē	today	meus, -a, -um	my, mine
homō, hominis (m.)	man, person	mīles, mīlitis (m.)	soldier
hōra, -ae (f.)	hour	mīrus, -a, -um	amazing
iaciō, iacere, iēcī, iactus	to throw	miser, -a, -um	sad, pathetic, pitiful
iam	now, already	mittō, mittere, mīsī, missus	to send, throw
ibi	there, in that place	mōlēs, mōlis (f.)	heap, pile, large amount
igitur	therefore	mōns, montis (m.)	mountain, hill
in	in, on, into	monstrō, monstrāre, monstrāvī, monstrātus	to show
incitō, incitāre, incitāvī, incitātus	to urge on	mortuus, -a, -um	dead
inquit	he/she says	moveō, movēre, mōvī, motus	to move
intrō, intrāre, intrāvī, intrātus	to enter	multī. -ae, -a	many, much
inveniō, invenīre, invēnī, inventus	to find, come upon	necesse est	it is necessary
īra, -ae (f.)	anger	nēmō, neminis (m.)	no one, nobody
īrātus, -a, -um	angry	neque	and...not
is, ea, id	he, she, it	neque...neque...	neither...nor...
itaque	and so, therefore	nesciō, nescīre, nescīvī, nescītus	to not know
iter, itineris (n.)	trip, journey	nihil	nothing

Latin I Essential Vocabulary - Alphabetical			
nisi	unless, except	puniō, punīre, punīvī, punītus	to punish
nōlō, nolle, noluī, -	to not want	quamquam	although
nomen, nominis (n.)	name	quī, quae, quod	who, what, which
nōn	no, not	quid	what
nōs	we, us	quis	who, what, which
noster, -a, -um	our	quod	because
nox, noctis (f.)	night	quoque	also
nullus, -a, -um	no, none, no one	redeō, redīre, redīvī, reditūrus	to go back, return
numerus, -ī (m.)	number	relinquō, relinquere, reliquī, relictus	to leave behind
numquam	never	repellō, repellere, repulsī, repulsus	to push back
nūntius, -ī (m.)	messenger	respondeō, respondēre, respondī, responsus	to respond
oculus, -ī (m.)	eye	revocō, revocāre, revocāvī, revocātus	to call back
omnis, -is, -e	all, whole	rēx, rēgis (m.)	king
onus, oneris (n.)	load, burden, weight	rogō, rogāre, rogāvī, rogātus	to ask
parens, parentis (m./f.)	parent	Rōma, -ae (f.)	Rome
parō, parāre, parāvī, parātus	to prepare	Rōmānus, -a, -um	Roman
pater, patris (m.)	father	saepe	often
pecūnia, -ae (f.)	money	satis	enough
per	through	sciō, scīre, scīvī, scitus	to know
periculōsus, -a, -um	dangerous	scribō, scribere, scripsī, scriptus	to write
perīculum, -ī (n.)	danger	sed	but
pēs, pedis (m.)	foot	sedeō, sedēre, sēdī, sessūrus	to sit
petō, petere, petīvī, petitus	to seek, look for, head for	semper	always
pōnō, pōnere, posuī, positus	to put, place	senātor, senatōris (m.)	senator
portō, portāre, portāvī, portātus	to carry	servus, -ī (m.)	slave
possum, posse, potuī, -	to be able	sī	if
post	after, behind	simul	at the same time, together
postquam	after, afterwards	simulō, simulāre, simulāvī, simulātus	to pretend
prīmum	first	sine	without
princeps, principis (m.)	prince, emperor	sōlus, -a, -um	alone, only
prope	near, next to	soror, sororis (f.)	sister
puella, -ae (f.)	girl	spectō, spectāre, spectāvī, spectātus	to watch
puer, -ī (m.)	boy	statim	immediately

Latin I Essential Vocabulary - Alphabetical			
stō, stāre, stetī, statūrus	to stop, stand	vōx, vōcis (f.)	voice
sub	under		
subitō	suddenly		
sum, esse, fuī, futūrus	to be		
sūmō, sūmere, sumpsī, sumptus	to take, take in		
surgō, surgere, surrēxī, surrectūrus	to rise, get up		
tamen	however, nevertheless		
tandem	finally, at last		
temptō, temptāre, temptāvī, temptātus	to try		
tempus, temporis (n.)	time		
teneō, tenēre, tenuī, tentus	to have, hold		
timeō, timēre, timuī, -	to fear, be afraid		
toga, -ae (f.)	toga		
tōtus, -a, -um	all, whole		
trahō, trahere, traxī, tractus	to drag		
trāns	across		
Troiānus, -a, -um	Trojan		
tū	you		
tum	then, next		
tuus, -a, -um	your		
ubi	where, when		
ūnus, -a, -um	one		
urbs, urbis (f.)	city		
uxor, uxōris (f.)	wife		
veniō, venīre, vēnī, ventus	to come		
vertō, vertere, vertī, versus	to turn		
vester, -a, -um	your (pl.)		
Via Appia	the Appian Way		
via, -ae (f.)	road		
videō, vidēre, vīdī, visus	to see		
vir, -ī (m.)	man, husband		
volō, velle, voluī, -	to want, wish		
vōs	y'all		

Latin II Essential Vocabulary - Alphabetical			
accidit, accidere,accidit	to happen, it happens	careō, carēre, caruī, caritūrus	to lack, need
accipiō, accipere, accēpī, acceptus	to receive	casa, -ae (f.)	hut, cottage, shack
accumbō, accumbere, accubuī, accubitūrus	to lie down, recline	casus, -ūs (m.)	misfortune, fall
addō, addere, addidī, additus	to add	causa, -ae (f.)	cause, reason
adducō, adducere, addūxī, adductus	to lead to, lead towards	celerimmē	very quickly
adhūc	still, to this point	celeritās, celeritātis (f.)	speed, swiftness
adiuvō, adiuvāre, adiūvī, adiūtus	to help	centum	one hundred
adorior, adorīrī, adortus sum	to attack, arise	certus, -a, -um	certain, fixed
aeger, aegra, aegrum	sick, ill	cēterī, -ae, -a	the rest, the others
Albānus, -a, -um	Alban	clam	secretly
aliquī, -ae, -a	some	claudō, claudere, clausī, clausus	to close
aliquis, aliquid	someone	cliēns, cliēntis (m.)	client
altus, -a, -um	high, tall	coepī, coepisse	to begin
amor, amoris (m.)	love	collis, collis (m.)	hill
anima, -ae (f.)	soul, mind	colloquor, colloquī, collocūtus sum	to converse, talk
ante (+acc.)	before, in front of	comes, comitis (m./f.)	ally, friend
appellō, appellāre, appellāvī, appellātus	to name, call	commoveō, commovēre, commōvī, -mōtus	to move (emotionally)
apud (+acc.)	with, among	comparō, -āre, -āvī, ātus	to buy, compare
arcessō, arcessere, arcessīvī, arcessītus	to summon, send for	compleō, complēre, complēvī, complētus	to fill, complete
arcus, -ūs (f.)	arch, bow, arc	complurēs, -ēs, -a	many
arma, -ōrum (n.pl.)	weapons, armor	concurrō, concurrere, concurrī, concursūrus	meet in conflict
armō, amāre, armāvī, armātus	to arm, take up weapons	concursō, concursāre, concursāvī, -ātus	to run about, skirmish
at	be	condō, condere, condidī, condītus	to found, establish
atque	and, also	condūcō, condūcere, condūxī, conductus	to hire, unite
ātrium, -ī (n.)	main room in house	conficiō, conficere, confēcī, confectus	to finish, produce
audeō, audēre, ausus sum	to dare, be bold	coniungō, coniungere, coniūnxī, coniūnctus	to join
auferō, auferre, abstulī, ablatus	to carry away	cōnor, conārī, cōnātus sum	to try, attempt
aurum, -ī (n.)	gold	cōnsequor, cōnsequī, cōnsecūtus sum	to follow, pursue
aut	or, either...or...	cōnsīdō, cōnsīdere, cōnsēdī, -	to sit, encamp
autem	however	cōnstituō, constituere, constituī, constitūtus	to set up, establish, stand
bellum, -ī (n.)	war	coorior, coorīrī, coortus sum	to rise
bona, -ōrum (n.pl)	goods, possessions	corripiō, corripere, corripuī, correptus	to seize, grasp
canō, canere, cecinī, cantus	to sing, play instrument	cotīdiē	daily, every day

Latin II Essential Vocabulary - Alphabetical			
crēdō, crēdere, crēdidī, credītus	to believe	extendō, extendere, extendī, extensus	to stretch out, try
crīnēs, crīnium (m.pl.)	hair	extrā (+acc.)	outside
crūdēlis, -is, -e	cruel	exuō, exuere, exuī, exūtus	to put away, lay aside
cum	when	facilis, -is, -e	easy
cūra, -ae (f.)	care	fīniō, fīnīre, fīnīvī, fīnītus	to finish, complete
custōs, custōdis (m.)	guard	fīnis, fīnis (m.)	end, boundary
debeō, debēre, debuī, debitus	to owe, ought	fiō, fierī, factus sum	to become, happen
decem	ten	flamma, -ae (f.)	flame
dēfendō, dēfendere, dēfendī, dēfensus	to defend, prevent	flōs, flōris (m.)	flower
dēiciō, dēicere, dēiēcī, dēiēctus	to throw down	foedus, -a, -um	dirty
deinde	then, next	forum, -ī (n.)	forum, marketplace
dēpōnō, dēpōnere, dēpōsuī, dēpositus	lay down, lay aside	fūmus, -ī (m.)	smoke
dēsiliō, dēsilīre, dēsiluī, -	to jump down	gaudeō, gaudēre, gavisus sum	to be happy, enjoy
difficilis, -is, -e	difficult	gaudium, -ī (n.)	joy, happiness
difficultās, difficultātis (f.)	difficulty, challenge	gloria, -ae (f.)	glory
discō, discere, didicī, -	to learn	gravis, -is, -e	serious, heavy
dolor, dolōris (m.)	grief, sadness	hauriō, haurīre, hausī, hausus	to drink in, drain, empty
domus, -ūs (f.)	house	hūc	to here
duō, duae, duo	two	iaceō, iacēre, iacuī, iacitūrus	to lay down
duodecim	twelve	iactō, iactāre, iactāvī, iactātus	to throw
efferō, efferre, extulī, ēlātus	to carry out, remove	idem, eadem, idem	the same
effundō, effundere, effūdī, effūsus	to pour out	Īdūs, Īduum (f.pl.)	Ides, 13/15 of month
ēgredior, ēgredī, ēgressus sum	to leave, go out	ignis, ignis (m.)	fire
ēiciō, ēicere, ēiēcī, ēiectus	to throw out, get rid of	ille, illa, illud	that, he, she, it
ēmittō, ēmittere, ēmīsī, ēmissus	to send out, emit	illūc	to there
emō, emere, ēmī, emptus	to buy	immortālis, -is, -e	immortal
eō	to that place	incendium, -ī (n.)	blaze, fire
ēripiō, ēripere, ēripuī, ēreptus	to take away, to grab	incendō, incendere, incēdī, incensus	to burn, light on fire
ēvertō, ēvertere, ēvertī, ēversus	to turn away, turn aside	inde	from there, then
excitō, excitāre, excitāvī, excitātus	to wake up, rouse, provoke	induō, indere, induī, indūtus	to put on, assume
expellō, expellere, expulī, expulsus	to throw out, expel	ineō, inīre, inīvī, initūrus	to go in, enter
experior, experīrī, expertus sum	to try, attempt, practice	īnferō, īnferre, intulī, inlātus	to carry in, attack
exstinguō, exstinguere, exstīnxī, exstinctus	to put out, exstinguish	inferus, -a, -um	underworld, low

Latin II Essential Vocabulary - Alphabetical			
ingens, ingentis	huge	moror, morārī, morātus sum	to delay, wait
ingredior, ingredī, ingressus sum	to enter, go in	mors, mortis (f.)	death, destruction
inspiciō, inspicere, inspēxī, inspectus	to look closely, examine	multitūdō, multitūdinis (f.)	large amount
insula, -ae (f.)	island, apartment	multum	much, a lot
inter (+acc.)	between	murus, -ī (m.)	wall
intereā	meanwhile	nascor, nascī, natus sum	to be born
ipse, ipsa, ipsum	he himself	nāvigō, nāvigāre, nāvigāvi, nāvigātus	to sail
irrumpō, irrumpere, irrupī, irruptus	to burst in, rush in	nāvis, nāvis (f.)	ship, boat
Kalendae, -ārum (f.pl.)	Kalends, 1st of month	ne...quidem	not...even
labor, labōris (m.)	work, suffering	nil	nothing
lapis, lapidis (m.)	stone, rock	nondum	noy yet, no longer
laudō, laudāre, laudāvī, laudātus	to praise	nōtus, -a, -um	famous
ligō, ligāre, ligāvī, ligātus	to bind, tie together	nūbēs, nūbis (f.)	cloud
lingua, -ae (f.)	tongue, language	nusquam	never
littera, -ae (f.)	letter, literature	ob (+acc.)	because of
locus, -ī (m.)	place, location	obēsus, -a, -um	obese, fat
longus, -a, -um	long, tall	obsideō, obsidēre, obsēdī, obsessus	to beseige, attack
loquor, loquī, locūtus sum	to say, tell, converse	occurrō, occurrere, occurrī, occursūrus	to run into, meet
lūna, -ae (f.)	moon	octāvus, -a, -um	eighth
magister, magistrī (m.)	teacher, ship captain	opprimō, opprimere, oppressī, oppressus	to overwhelm, oppress
malus, -a, -um	bad, evil	ōra, -ae (f.)	shore, beach
memor, memoris	mindful	ōrātiō, ōrātiōnis (f.)	speech
memoria, -ae (f.)	memory	ōrātor, ōrātōris (m.)	speaker
mēnsis, mēnsis (m.)	month	paene	almost
mercātor, mercātōris (m.)	merchant, salesman	pareō, parēre, paruī, paritūrus	to obey
metus, -ūs (m.)	fear	pars, partis (f.)	part, piece
minimē	no, not at all	parvulus, -a, -um	very small
minuō, minuere, minuī, minūtus	to lessen, make small	parvus, -a, -um	small
misceō, miscēre, miscuī, mixtus	to mix	patior, patī, passus sum	to suffer, endure, allow
miserābilis, -is, -e	miserable	patruus, -ī (m.)	uncle (on fathers side)
modo	only	paucī, -ae, -a	few
moneō, monēre, monuī, monītus	to warn, advise	paulātim	little by little
morior, morī, mortuus sum	to die	paulō	a little

Latin II Essential Vocabulary - Alphabetical			
paulum	a little	recuperō, recuperāre, recuperāvī, recuperātus	to recuperate, recover
Penātēs, Penātium (m.pl.)	Household gods	reddō, reddere, reddidī, redditum	to return, give back
percutiō, percutere, percussī, percussus	to strike, pierce	redeō, redīre, rediī, reditūrus	to return, go back
persuadeō, persuadēre, paersuāsī, -sus	to persuade	redūcō, redūcere, redūxī, reductus	to draw back, lead home
perveniō, pervenīre, pervēnī, perventūrus	to arrive	reficiō, reficere, refēcī, refectus	to make again, restore
pinguis, -is, -e	fat	rēgīna, -ae (f.)	queen
placeō, placēre, placuī, -	to be pleasing	rēgnum, -ī (n.)	kingdon
poena, -ae (f.)	punishment, penalty	regredior, regredī, regressus sum	to return, go back
posteā	after	removeō, removēre, remōvī, remōtus	to remove, take away
praedō, praedōnis (m.)	robber, thief, bandit	reprehendō, reprehendere, -sī, -hensus	to blame, scold
praeter (+acc.)	beyond, except	rēs, reī (f.)	thing, matter, event
pretium, -ī (n.)	price	resistō, resistere, resistitī, -	to resist, fight back
prīdiē	the day before	retineō, retinēre, retinuī, retentus	to retain, hold on to
prīmus, -a, -um	first	ruīna, -ae (f.)	ruin
prius, -a, -um	earlier	rūrsus	again
procax, procacis	impudent	rūs, rūris (n.)	countryside
proficiscor, proficiscī, profectus sum	to set out, leave	saevus, -a, -um	savage
profugus, -a, -um	fleeing	sal, salis (m.)	salt, wit
pronus, -a, -um	face down	salūs, salūtis (f.)	safety, health
propter (+acc.)	because of	sanguis, sanguinis (m.)	blood
proximus, -a, -um	near, next to	scapha, -ae (f.)	skiff, small boat
pugnō, pugnāre, pugnāvī, pugnātus	to fight	scindō, scindere, scidī, scissus	to cut
pulcher, -ra, rum	beautiful	secundus, -a, -um	second, favorable
quaerō, quaerere, quaesīvī, quaesītus	to seek, ask, look for	senātus, -ūs (m.)	senate
quam	that, very	senex, senis (m.)	old man
quantus, -a, -um	how many	sepeliō, sepelīre, sepelīvī, sepultum	to bury
quārtus, -a, -um	fourth	septem	seven
que	and	septimus, -a, -um	seventh
quidem	indeed	sepulcrum, -ī (n.)	tomb
quoniam	because, since	sequor, sequī, secūtus sum	to follow
rapiō, rapere, rapuī, raptus	to seize, take, grab	sērō	late
recitō, recitāre, recitāvī, recitātus	to recite	servō, servāre, servāvī, servātus	to save
recumbō, recumbere, recubuī, recubitūrus	to lie down, recline	seu	of if, even if

Latin II Essential Vocabulary - Alphabetical			
sīc	thus	valeō, valēre, valuī, valitūrus	to be strong, be able
signum, -ī (n.)	sign	valētūdō, valētūdinis (f.)	health, well-being
sinō, sinere, sīvī, situs	to allow	vel, -ve	or, either…or…
soleō, solēre, solitus sum	to be accustomed	vereor, verērī, verītus sum	to fear
strepitus, -ūs (m.)	noise, clattering	vērō	indeed, truly
stringō, stringere, strīnxī, strinctus	to draw out	versus, -ūs (m.)	verse of poetry
studeō, studēre, studuī, -	to be enthusiastic	vērus, -a, -um	true, real
studium, -ī (n.)	zeal, enthusiasm	vestis, vestis (f.)	clothing, garment
stupeō, stupēre, stupuī	to be amazed	vetō, vetāre, vetuī, vetītus	to forbid
summus, -a, -um	highest, best	vetus, veteris	old
superō, superāre, superāvī, superātus	to overcome, defeat	vincō, vincere, vīcī, victus	to win, conquer
superus, -a, -um	above, gods	vīnum, -ī (n.)	wine
suus, -a, -um	his, her	vīs, vim (f.)	force, strength
tālis, -is, -e	such	vocō, vocāre, vocāvī, vocātus	to call
tam	so	vulnerātus, -a, -um	wounded, hurt
tantus, -a, -um	so great	vulnerō, -āre, -āvī, -ātus	to wound, injure
tempestās, tempestātis (f.)	storm	vulnus, vulneris (n.)	wound, injury
tergum, -ī (n.)	back		
terra, -ae (f.)	land, earth		
terribilis, -is, -e	terrible		
terror, terrōris (m.)	terror		
tertius, -a, -um	third		
timor, timōris (m.)	fear		
trādō, trādere, trādidī, trāditus	to hand over, give		
tremō, tremere, tremuī, -	to shake		
trēs, trēs, tria	three		
trīstis, -is, -e	sad		
tumultus, -ūs (m.)	uproar		
ululō, ululāre, ululāvī, ululātus	to howl, wail		
umbra, -ae (f.)	shade, ghost		
umquam	ever		
undique	on all sides		
ūtilis, -is, -e	useful		

Latin III Essential Vocabulary - Alphabetical			
abripiō, abripere, abripuī, abreptus	to take away	prō (+abl.)	for, on behalf of
cognōmen, cognōminis (n.)	name, final name	proēlium, -ī (n.)	battle
cognōscō, cognōscere, cognōvī, cognītus	to understand, recognize	prōnuntiō, -āre, -āvī, -ātus	to announce
cogō, cogere, coēgī, coāctus	to force, compel	Quirīnus, -ī (m.)	Romulus (god)
condiciō, condiciōnis (f.)	agreement, condition	quisquam, quaequam, quidquam	whoever
cōnsilium, -ī (n.)	plan, meeting	rēferō, rēferre, rētulī, rēlātus	to bring back
contrā (+acc.)	against, opposite	regō, regere, rēxī, rectus	to rule, control
dēbellō, dēbellāre, dēbellāvī, dēbellātus	to fight to the end	remittō, remittere, remīsī, remissus	to send back
dēferō, dēferre, dētulī, dēlātus	to carry away	respiciō, respicere, respēxī, respectus	to look back
differō, differre, dētulī, dēlātus	to be different	situs, -ūs (m.)	location, place
dīves, dīvitis	rich	talis, -is, -e	such
dīvidō, dīvidere, dīvīdī, dīvisus	to divide	ulciscor, ulciscī, ultus sum	to avenge
dīvīnus, -a, -um	divine	ut	so that, as
doleō, dolēre, doluī, dolitūrus	to grive, be sad	ūtor, ūtī, ūsus sum	to use
exercitus, -ūs (f.)	army	vīvus, -a, -um	alive, living
hērēs, hērēdis (m./f.)	heir, offspring		
honor(honos), honōris (m.)	honor		
hostis, hostis (m./f.)	enemy		
imperium, -ī (n.)	command, power, empire		
impōnō, impōnere, imposuī, impositus	to put upon, embark		
instituō, instituere, instituī, institūtus	to put in place, set up		
īnstrūmentum, -ī (n.)	tool		
lignum, -ī (n.)	wood		
morbus, -ī (m.)	disease		
Mūsa, -ae (f.)	Muse		
ne	so that not, lest		
nec, neque	and not		
neglegens, neglegentis	neglected		
nōbilis, -is, -e	nobile		
pāx, pacis (f.)	peace		
perficiō, perficere, perfēcī, perfectus	to finish		
populus, -ī (m.)	people, populae		
	Finally		
postrēmō			

AP Caesar Dē Bellō Gallicō Essential Vocabulary - Alphabetical			
adventus, -ūs (m.)	arrival, approach	efficiō, efficere, effēcī, effectus	to accomplish, produce
accedō, accedere, accedī, accensus	to agree with, approach	eques, equitis (m.)	horseman, rider
Aduātūcī, -ōrum (m.)	Aduatuci (Belgans)	equitātus, -ūs (m.)	cavalry
Alpēs, -ium (m.pl.)	Alps	etsi	even if
Ambiōrix, Ambiorigis (m.)	Ambiorix, Gaul	existimō, existimāre, existimāvī, existimātus	to think, esteem, judge
amīcitia, -ae (f.)	friendship	facultās, facultātis (f.)	power, ability
animadvertō, -ere, -tī, -sus	to pay attention to, notice	ferē	almost, approximately
arbitror, arbitrārī, arbitrātus sum	to judge, believe, think	fīnitisimus, -a, -um	bordering, neighboring
barbarus, -a, -um	barbarian	flūmen, flūminis (n.)	river
Belgae, -ārum (f.pl.)	Belgians	frumentum, -ī (n.)	grain, food
Britannia, -ae (f.)	Britain	Gallia, -ae (f.)	Gaul
Caesar, Caesāris (m.)	Caesar, emperor	Gallus, -a, -um	Gaul
calamitās, calamitātis (f.)	disaster, loss	Germānus, -a, -um	German
castra, -ōrum (n.pl.)	army camp	gerō, gerere, gessī, gestus	to waear, wage (war)
Cicerō, Cicerōnis (m.)	Quintus Cicero	gladius, -ī (m.)	sword
circiter	around	Helvētius, -a, -um	Helvetian, Swiss
circumveniō, circumvenīre, -iī, -itus	to go around	hīberna, -ōrum (n.pl.)	winter quarters
cīvitās, cīvitātis (f.)	state, citizenship	Hispānia, -ae (f.)	Spain
cohors, cohortis (m./f.)	cohort, company	impedimentum, -ī (n.)	baggage, impediment
commūnis, -īs, -e	shared, communal	imperium, -ī (n.)	power, empire
concilium, -ī (n.)	meeting, rendevous	imperō, imperāre, imperāvī, imperātus	to command, order
confirmō, -āre, -āvī, -ātus	to make secure, reaffirm	initium, -ī (n.)	beginning, entrance
consuētūdō, -inis (f.)	custom, habit	interficiō, interficere, interfēcī, interfectus	to kill
contineō, continēre, continuī, contentus	to contain, hold	interim	at the same time, nevertheless
controversia, -ae (f.)	dispute, debate	intermittō, intermittere, intermīsī, -missus	to omit, stop
conveniō, convenīre, convēnī, conventus	to gather	Labiēnus, -ī (m.)	Titus Labienus
copia, -ae (f.)	supply, troops	lēgātus, -ī (m.)	legate, liuetenant
Cotta, -ae (m.)	Lucius Cotta	legiō, legionis (f.)	legion
Crassus, -ī (m.)	Publius Crassus	Lucius, -ī (m.)	Vorēnus/Cotta
dēsum, dēesse, dēfuī, dēfūturus	to abandon, fail	magnitūdō, -inis (f.)	greatness, size
disciplīna, -ae (f.)	training, instruction	mandātum, -ī (n.)	command, order
Druidēs, -ium (m.pl.)	Druids	mīlle, mīlia	one thousand
Eburōnēs, -um (m.pl.)	Eburones (Germans)	mūnītiō, mūnitiōnis (f.)	fortification, paving
AP Caesar Dē Bellō Gallicō Essential Vocabulary - Alphabetical			
Nerviī, -ōrum (m.pl.)	Nervii (Belgians)	Rhodanus, ī (m.)	Rhone river

nisi	unless, except	Sabinus, -ī (m.)	Quintus Sabinus
nuntius, -ī (m.)	messenger	Sequanus, -a, -um	Sequanian
obsēs, obsēdis (m./f.)	hostage	sēsē	he himself, she herself, itself
obtineō, obtinēre, obtinuī, obtentus	to grab, obtain	singulus, -a, -um	individual, single
oppidum, -ī (n.)	town, fortified town	sperō, sperāre, sperāvī, sperātus	to hope
oppugnātiō, -tiōnis (f.)	attack, assault	spes, speī (f.)	hope
oppugnō, -āre, -āvī, -ātus	to attack, assault	subsequor, subsequī, subsecūtus sum	to follow, support
ordō, ordinis (m.)	order, rank, line	subsidium, -ī (n.)	help, reserve troops
Orgetorix, Orgetoris (m.)	Orgetorix, Helvetian	sustineō, sustinēre, sustinuī, -	to sustain
passus, -ūs (m.)	pace, step	telum, -ī (n.)	weapon, spear
paulus, -a, -um	small	Titurius, -ī (m.)	Quintus Sabinus
permoveō, permovēre, -mōvī, -mōtus	to agitate, stir up	trānseō, trānsīre, trānsiī, trānsitus	to cross
pertineō, pertinēre, pertinuī, pertentus	to reach to, tend to	turris, turris (f.)	turret, tower
perturbō, -āre, -āvī, -ātus	to stir up	tūtus, -a, -um	safe
plērumque	for the most part	ūllus, -a, -um	any
praemium, -ī (n.)	reward, prize	ūsus, -ūs (m.)	use, practice
praestō, -āre, -stitī, -stītus	to excel, stand above	uterque, utraque, utrumque	each
premō, premere, pressī, pressus	to press, pursue	vallum, -ī (n.)	wall, fortification
prīvō, pīivāre, prīvāvī, prīvātus	to deprive, rob	victoria, -ae (f.)	victory
probō, probāre, probāvī, probātus	to approve	virtus, virtūtis (f.)	virtue, manliness
profectiō, -tiōnis (f.)	departure	vīta, -ae (f.)	life
prohibeō, prohibēre, prohibuī, prohibitus	to prevent, prohibit	Vorēnus, -ī (m.)	Lucius Vorenus
prōvincia, -ae (f.)	province		
publicus, -a, -um	public		
pugna, -ae (f.)	fight		
pugnō, pugnāre, pugnāvī, pugnātus	to fight		
Pullō, Pullōnis (m.)	Titus Pullō		
Quintus, -ī (m.)	Cicero/Sabinus		
ratiō, ratiōnis (f.)	reason, cause		
recipiō, recipere, recēpī, receptus	to accept, take in		
reliquus, -a, -um	remaining, left over		
Rhēnus, -ī (m.)	Rhine river		

AP Vergil's Aeneid Essential Vocabulary - Alphabetical			
Aenēae (m.pl.)	Aeneids	fāma, -ae (f.)	reputation, Rumor
Aenēās (m.)	Aeneas, Trojan Prince	fātum, -ī (n.)	fate
Aeolus, -ī (m.)	Aeolus, King of Winds	ferrum, -ī (n.)	iron, sword, spear
aequor, aequōris (n.)	sea, ocean, plain	flūctus, -ūs (m.)	wave
agmen, agmenis (n.)	line, army, array	for, farī, fatus sum	to say, tell
aiō, ais, ait, aiunt	to say, speak	fuga, -ae (f.)	flight, haste, exile
altum, -ī (n.)	the deep, the sea	furō, furere, furuī, -	to rage, be frantic, rave
Anchīsēs, -ae (m.) (acc. -ēn)	Anchises, father of Aeneas	futūrus, -a, -um	future, about to be
antrum, -ī (n.)	cave	gemitus, -ūs (m.)	groan
āra, -ae (f.)	altar	gēns, gentis (f.)	race, clan, people
ardeō, ardēre, arsī, arsus	to burn, be eager	genus, generis (n.)	race, family, clan
arx, arcis (f.)	fortress	harēna, -ae (f.)	sand
āspiciō, āspicere, āspexī, āspectus	to look at, see, watch	Hesperia, -ae (f.)	Hesperia, land to the west
ater, atra, atrum	black, gloomy	Heu!	Alas!
aura, -ae (f.)	air, breeze	hiems, hiemis (f.)	winter, storm
Cerberus, -ī (m.)	Cerberus	hinc	from this place, hence
Charōn, Charōnis (m.)	Charōn, boatman	immānis, -is, -e	huge, monstrous
classis, classis (f.)	fleet, army, ship	īmus, -a, -um	lowest part of
coniūnx, -iūgis (m./f.)	spouse	Iūnō, Iunōnis (f.)	Juno, queen of the gods
cor, cordis (n.)	heart	Iuppiter, Iōvis (m.)	Jupiter
Cupīdō, Cupidinis (m.)	Cupid, god of love	lacrima, -ae (f.)	tear
cursus, -as (m.)	course, running, path	lateō, latēre, latuī, -	to be hidden, to hide
Danaus, -a, -um	Greek	latus, -a, -um	wide
dea, -ae (f.)	goddess	latus, lateris (n.)	side, flank
dēmittō, dēmittere, dēmīsī, dēmissus	to drop, sink	Libya, -ae (f.)	Libya, Africa, Carthage
dēserō, dēserere, dēseruī, desertus	to desert, forsake	līmen, līminis (n.)	threshold, doorway
dexter, dextra, dextrum	right	lītus, lītoris (n.)	shore, beach
dictum, -ī (n.)	word, speech	lūmen, lūminis (n.)	light, eye
Dīdō, Dīdōnis (f.)	Dido, queen of Carthage	mare, maris (n.)	sea, ocean
dīvus, -a, um	divine, god(dess)	Mercurius, -ī (m.)	Mercury, messenger god
dōnum, -ī (n.)	gift	moenia, -ium (n.pl.)	walls
dulcis, -is, -e	sweet, pleasant	nātus, -ī (m.)	son

extrēmus, -a, -um	final, farthest	nē	so that not, lest

AP Vergil's Aeneid Essential Vocabulary - Alphabetical			
nūmen, nūminis (n.)	divine power, god	Tyrius, -a, -um	Tyrian, Carthaginian
ōrō, ōrāre, ōrāvī, ōrātus	to beg, pray	Ulixēs, Ulixis (m.)	Odysseus
ōs, ōris (n.)	face, mouth, expression	unda, -ae (f.)	wave
patria, -ae (f.)	fatherland, homeland	varius, -a, -um	various
pectus, pectoris (n.)	chest, heart	vastus, -a, -um	desolate, enormous
pecus, pecōris (n.)	herd, flock	ventus, -ī (m.)	wind
pietās, pietātis (f.)	piety, sense of duty	Venus, Veneris (f.)	Venus, love
plūrimus, -a, -um	many, most	vertex, verticis (m.)	top, peak, whirlwind
pontus, -ī (m.)	sea, ocean	vester, vestra, vestrum	your (pl.)
puppis, puppis (f.)	poop deck, ship	volvō, volvere, volvī, volūtus	to turn, revolve
rīpa, -ae (f.)	river bank, shore	vultus, -ūs (m.)	expression, face
ruō, ruere, ruī, ruitus	to rush, fall, plow		
sacer, sacra, sacrum	sacred		
saxum, -ī (n.)	rock		
scopulus, -ī (m.)	rock, cliff, crag		
sēdēs, sēdis (f.)	seat, settlement		
sīdus, sīderis (n.)	star, constellation		
socius, -ī (m.)	friend, ally		
sors, sortis (f.)	lot, fate, luck		
spēs, speī (f.)	hope, expectation		
subeō, subīre, subiī, subitus	to approach, undergo		
tacitus, -a, -um	silent, speechless		
tectum, -ī (n.)	roof, building, house		
tellūs, tellūris (f.)	earth, land, country		
tēlum, -ī (n.)	weapon, spear		
templum, -ī (n.)	temple		
tendō, tendere, tetendī, tentus	stretch, strive, try		
Teucrus, -a, -um	Trojan, of Teucer		
tollō, tollere, sustulī, sublatus	to raise, life, destroy		
torqueō, torquēre, torsī, tortud	to twist, throw		

tot	so many
Troia, -ae (f.)	Troy
Trōs, Trōis (m.)	Trojan