Agenda

I. Introduction to Magistra Cohen’s Latin Classes, or How I found myself meeting standards

II. Activities and Standards
   a. Math Activities
      i. Cantamus
      ii. Numeramus
      iii. Scribimus
      iv. Computamus
      v. Ludimus
   b. Science and Health Activities: ANIMALIA
      i. Cantamus
      ii. Ludimus
      iii. Scribimus
   c. Science and Health Activities: CORPUS
      i. Cantamus
      ii. Ludimus
      iii. Scribimus
   d. Science and Health Activities: CIBUS
      i. Scribimus

Break at 10:00

III. Group Projects

IV. Presentations
Standards of Learning Currently in Effect
for Virginia Public Schools

MATH

Number and Number Sense

K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

K.2 The student, given a set containing 10 or fewer concrete items, will
a) tell how many are in the set by counting the number of items orally;
b) select the corresponding numeral from a given set; and
c) write the numeral to tell how many are in the set.

K.3 The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.

K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

K.5 The student will count forward to 30 and backward from 10.

Computation and Estimation

K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

K.9 The student will tell time to the hour, using an analog or digital clock.

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).
K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.

K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

**Probability and Statistics**

K.14 The student will gather data relating to familiar experiences by counting and tallying.

K.15 The student will display objects and information, using objects graphs, pictorial graphs, and tables.

K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

**Patterns, Functions, and Algebra**

K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.

**Number and Number Sense**

1.1 The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.

1.2 The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

1.3 The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.

1.4 The student will recognize and write numerals 0 through 100.

1.5 The student will identify the ordinal positions first through tenth, using an ordered set of objects.

1.6 The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.

**Computation and Estimation**

1.7 The student, given a familiar problem situation involving magnitude, will
a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit
numeral, and a three-digit numeral (e.g., 5, 50, and 500); and
b) explain the reasonableness of his/her choice.

1.8 The student will recall basic addition facts — i.e., sums to 10 or less — and the corresponding
subtraction facts.

1.9 The student will create and solve story and picture problems involving one-step solutions,
using basic addition and subtraction facts.

Measurement

1.10 The student will
a) identify the number of pennies equivalent to a nickel, a dime, and a quarter;
b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100
cents or less.

1.11 The student will tell time to the half-hour, using an analog or digital clock.

1.12 The student will use nonstandard units to measure length and weight.

1.13 The student will compare the volumes of two given containers by using concrete materials
(e.g., jelly beans, sand, water, rice).

1.14 The student will compare the weights of two objects, using a balance scale.

Geometry

1.15 The student will describe the proximity of objects in space (near, far, close by, below, above,
up, down, beside, and next to).

1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle,
and circle) according to number of sides, corners, and square corners.

1.17 The student will identify and describe objects in his/her environment that depict plane
geometric figures (triangle, rectangle, square, and circle).

Probability and Statistics

1.18 The student will investigate, identify, and describe various forms of data collection in his/her
world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream),
using tables, picture graphs, and object graphs.

1.19 The student will interpret information displayed in a picture or object graph, using the
vocabulary more, less, fewer, greater than, less than, and equal to.

Patterns, Functions, and Algebra
1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

1.21 The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.

Number and Number Sense

2.1 The student will
a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and
b) round two-digit numbers to the nearest ten.

2.2 The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).

2.3 The student will identify the ordinal positions first through twentieth, using an ordered set of objects.

2.4 The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.

2.5 The student will
a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate;
b) count backward by tens from 100;
c) group objects by threes and fours; and
d) recognize even and odd numbers, using objects.

Computation and Estimation

2.6 The student will recall basic addition facts — i.e., sums to 18 or less — and the corresponding subtraction facts.

2.7 The student, given two whole numbers whose sum is 99 or less, will
a) estimate the sum; and
b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).

2.8 The student, given two whole numbers, each of which is 99 or less, will
a) estimate the difference; and
b) find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).

2.9 The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.
2.10 The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., $3 + \_ = 7$, $\_ + 3 = 7$; $7 - 3 = \_$, and $7 - \_ = 3$).

**Measurement**

2.11 The student will
   a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and
   b) identify the correct usage of the cent symbol (¢), dollar symbol ($), and decimal point (·).

2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.

2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.

2.14 The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.

2.15 The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.

2.16 The student will tell and write time to the quarter hour, using analog and digital clocks.

2.17 The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of more, less, and equivalent.

2.18 The student will
   a) use calendar language appropriately (e.g., months, today, yesterday, next week, last week); and
   b) determine past and future days of the week; and
   c) identify specific dates on a given calendar.

2.19 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

**Geometry**

2.20 The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid’s faces, edges, and corners.

2.21 The student will identify and create figures, symmetric along a line, using various concrete materials.
2.22 The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).

**Probability and Statistics**

2.23 The student will read, construct, and interpret a simple picture and bar graph.
2.24 The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.

**Patterns, Functions, and Algebra**

2.25 The student will identify, create, and extend a wide variety of patterns, using numbers concrete objects and pictures.
2.26 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: $3 + \_ = 7$, or $9 - \_ = 2$. Students will create story problems, using the numerical sentences.

**Number and Number Sense**

3.1 The student will read and write six-digit numerals and identify the place value for each digit.
3.2 The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.
3.3 The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).
3.4 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as $5 + 3 = 8$ and $8 - 3 = \_\_$. 
3.5 The student will
a) divide regions and sets to represent a fraction; and
b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.
3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.
3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.

**Computation and Estimation**

3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.
3.9 The student will recall the multiplication and division facts through the nines table.

3.10 The student will represent multiplication and division, using area and set models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.

3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.

3.12 The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.

**Measurement**

3.13 The student will determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins or bills, and make change.

3.14 The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure
   a) length — inches, feet, yards, centimeters, and meters;
   b) liquid volume — cups, pints, quarts, gallons, and liters; and
   c) weight/mass — ounces, pounds, grams, and kilograms.

3.15 The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.

3.16 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

3.17 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

**Geometry**

3.18 The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.

3.19 The student will identify and draw representations of line segments and angles, using a ruler or straightedge.

3.20 The student, given appropriate drawings or models, will identify and describe congruent and symmetrical, two-dimensional (plane) figures, using tracing procedures.
Probability and Statistics

3.21 The student, given grid paper, will
   a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and
   b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.

3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

3.23 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

Patterns, Functions, and Algebra

3.24 The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).

3.25 The student will
   a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and
   b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$. 
SCIENCE

Scientific Investigation, Reasoning, and Logic

K.1 The student will conduct investigations in which
   a) basic properties of objects are identified by direct observation;
   b) observations are made from multiple positions to achieve different perspectives;
   c) objects are described both pictorially and verbally;
   d) a set of objects is sequenced according to size;
   e) a set of objects is separated into two groups based on a single physical attribute;
   f) nonstandard units are used to measure common objects;
   g) a question is developed from one or more observations;
   h) picture graphs are constructed using 10 or fewer units;
   i) an unseen member in a sequence of objects is predicted; and
   j) unusual or unexpected results in an activity are recognized.

K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one’s surroundings. Key concepts include
   a) five senses and corresponding sensing organs (taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and
   b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).

Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include
   a) attraction/nonattraction, push/pull, attract/repel, and metal/nonmetal; and
   b) useful applications (refrigerator magnet, can opener, magnetized screwdriver, and magnetic games).

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
   a) colors (red, orange, yellow, green, blue, purple), white, and black;
   b) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
   c) textures (rough/smooth) and feel (hard/soft);
   d) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short); and
   e) position (over/under, in/out, above/below, left/right) and speed (fast/slow).

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include
   a) water occurs in different states (solid, liquid, gas);
   b) the natural flow of water is downhill; and
   c) some materials float in water, while others sink.
Life Processes
K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:
  a) living things change as they grow, and they need food, water, and air to survive;
  b) plants and animals live and die (go through a life cycle); and
  c) offspring of plants and animals are similar but not identical to their parents and to one another.

Interrelationships in Earth/Space Systems
K.7 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include:
  a) shadows occur in nature when sunlight is blocked by an object; and
  b) shadows can be produced by blocking artificial light sources.

Earth Patterns, Cycles, and Change
K.8 The student will investigate and understand simple patterns in his/her daily life. Key concepts include:
  a) weather observations;
  b) the shapes and forms of many common natural objects including seeds, cones, and leaves;
  c) animal and plant growth; and
  d) home and school routines.
K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include:
  a) natural and human-made things may change over time; and
  b) changes can be noted and measured.

Resources
K.10 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include:
  a) materials and objects can be used over and over again;
  b) everyday materials can be recycled; and
  c) water and energy conservation at home and in school helps preserve resources for future use.

Scientific Investigation, Reasoning, and Logic
1.1 The student will conduct investigations in which:
  a) differences in physical properties are observed using the senses;
  b) simple tools are used to enhance observations;
  c) objects or events are classified and arranged according to attributes or properties;
  d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers;
  e) length, mass, and volume are measured using standard and nonstandard units;
  f) predictions are based on patterns of observation rather than random guesses;
  g) simple experiments are conducted to answer questions; and
  h) inferences are made and conclusions are drawn about familiar objects and events.
**Force, Motion, and Energy**

1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include:
   a) objects may have straight, circular, and back-and-forth motions;
   b) objects may vibrate and produce sound;
   c) pushes or pulls can change the movement of an object; and
   d) the motion of objects may be observed in toys and in playground activities.

**Matter**

1.3 The student will investigate and understand how different common materials interact with water. Key concepts include:
   a) some liquids will separate when mixed with water, but others will not;
   b) some common solids will dissolve in water, but others will not; and
   c) some substances will dissolve more readily in hot water than in cold water.

**Life Processes**

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include:
   a) needs (food, air, water, light, and a place to grow);
   b) parts (seeds, roots, stems, leaves, blossoms, fruits); and
   c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include:
   a) life needs (air, food, water, and a suitable place to live);
   b) physical characteristics (body coverings, body shape, appendages, and methods of movement); and
   c) other characteristics (wild/tame, water homes/land homes).

**Interrelationships in Earth/Space Systems**

1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include:
   a) the sun is the source of heat and light that warms the land, air, and water; and
   b) night and day are caused by the rotation of the Earth.

**Earth Patterns, Cycles, and Change**

1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in
   a) plants (growth, budding, falling leaves, and wilting);
   b) animals (behaviors, hibernation, migration, body covering, and habitat); and
   c) people (dress, recreation, and work).
Resources

1.8 The student will investigate and understand that natural resources are limited. Key concepts include
   a) identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil);
   b) factors that affect air and water quality; and
   c) recycling, reusing, and reducing consumption of natural resources.

Scientific Investigation, Reasoning, and Logic

2.1 The student will conduct investigations in which
   a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations;
   b) observations are repeated to ensure accuracy;
   c) two or more attributes are used to classify items;
   d) conditions that influence a change are defined;
   e) length, volume, mass, and temperature measurements are made in metric units (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds);
   f) pictures and bar graphs are constructed using numbered axes;
   g) unexpected or unusual quantitative data are recognized; and
   h) simple physical models are constructed.

Force, Motion, and Energy

2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include
   a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and
   b) important applications of magnetism including the magnetic compass.

Matter

2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include
   a) mass and volume; and
   b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).

Life Processes

2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes in their life cycles. Key concepts include
   a) some animals (frogs and butterflies) undergo distinct stages during their lives, while others generally resemble their parents; and
   b) flowering plants undergo many changes, from the formation of the flower to the development of the fruit.
Living Systems
2.5 The student will investigate and understand that living things are part of a system. Key concepts include
   a) living organisms are interdependent with their living and nonliving surroundings; and
   b) habitats change over time due to many influences.

Interrelationships in Earth/Space Systems
2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include
   a) temperature, wind, precipitation, drought, flood, and storms; and
   b) the uses and importance of measuring and recording weather data.

Earth Patterns, Cycles, and Change
2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include
   a) effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy); and
   b) weathering and erosion of the land surface.

Resources
2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include
   a) important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper);
   b) the availability of plant products affects the development of a geographic area; and
   c) plants provide homes and food for many animals and prevent soil from washing away.

Scientific Investigation, Reasoning, and Logic
3.1 The student will plan and conduct investigations in which
   a) predictions and observations are made;
   b) objects with similar characteristics are classified into at least two sets and two subsets;
   c) questions are developed to formulate hypotheses;
   d) volume is measured to the nearest milliliter and liter;
   e) length is measured to the nearest centimeter;
   f) mass is measured to the nearest gram;
   g) data are gathered, charted, and graphed (line plot, picture graph, and bar graph);
   h) temperature is measured to the nearest degree Celsius;
   i) time is measured to the nearest minute;
   j) inferences are made and conclusions are drawn; and
   k) natural events are sequenced chronologically.

Force, Motion, and Energy
3.2 The student will investigate and understand simple machines and their uses. Key concepts include
   a) types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge);
   b) how simple machines function;
c) compound machines (scissors, wheelbarrow, and bicycle); and
d) examples of simple and compound machines found in the school, home, and work environment.

Matter
3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include
   a) objects are made of one or more materials;
   b) materials are composed of parts that are too small to be seen without magnification; and
   c) physical properties remain the same as the material is reduced in size.

Life Processes
3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include
   a) methods of gathering and storing food, finding shelter, defending themselves, and rearing young; and
   b) hibernation, migration, camouflage, mimicry, instinct, and learned behavior.

Living Systems
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include
   a) producer, consumer, decomposer;
   b) herbivore, carnivore, omnivore; and
   c) predator and prey.

3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include
   a) water-related environments (pond, marshland, swamp, stream, river, and ocean environments);
   b) dry-land environments (desert, grassland, rain forest, and forest environments); and
   c) population and community.

Interrelationships in Earth/Space Systems
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include
   a) soil provides the support and nutrients necessary for plant growth;
   b) topsoil is a natural product of subsoil and bedrock;
   c) rock, clay, silt, sand, and humus are components of soils; and
   d) soil is a natural resource and should be conserved.

Earth Patterns, Cycles, and Change
3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include
a) patterns of natural events (day and night, seasonal changes, phases of the moon, and tides); and
b) animal and plant life cycles.

3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include
a) the energy from the sun drives the water cycle;
b) processes involved in the water cycle (evaporation, condensation, precipitation);
c) water is essential for living things; and
d) water supply and water conservation.

Resources

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include
a) the interdependency of plants and animals;
b) the effects of human activity on the quality of air, water, and habitat;
c) the effects of fire, flood, disease, and erosion on organisms; and
d) conservation and resource renewal.

3.11 The student will investigate and understand different sources of energy. Key concepts include
a) the sun’s ability to produce light and heat energy;
b) sources of energy (sunlight, water, wind);
c) fossil fuels (coal, oil, natural gas) and wood; and
d) renewable and nonrenewable energy resources.
HEALTH

Knowledge and Skills
K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include
   a) the importance of making healthy food choices;
   b) the effects of drugs and medicines;
   c) the five senses and major body parts (e.g., head, eyes, trunk, arms, legs);
   d) the need for physical activity.
K.2 The student will explain the concept of being healthy. Key concepts/skills include
   a) the impact of positive and negative emotions;
   b) personal hygiene practices;
   c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).
K.3 The student will explain the concept of being safe. Key concepts/skills include
   a) the need for rules and practices;
   b) the differences between emergency and nonemergency situations;
   c) the choices that prevent injuries.

Information Access and Use
K.4 The student will identify sources of health and safety information. Key concepts/skills include
   a) a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
   b) individuals, including school nurses, family members, health care personnel, teachers, and public safety officials.

Community Health and Wellness
K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
   a) the peaceful resolution of conflicts;
   b) the importance of sharing information.
K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include
   a) acceptable behavior in classrooms and during play;
   b) respect for the property and rights of others;
   c) respect for the personal space of others.

Knowledge and Skills
1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include
   a) the cardiovascular system;
   b) the digestive system;
   c) the skeletal system;
   d) the muscular system;
   e) the nervous system.
1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
   a) personal hygiene; including care of one’s teeth
b) personal safety behaviors;
c) the harmful effects of misusing medicines and drugs;
d) sleep habits;
e) physical activity and healthy entertainment;
f) proper nutrition.

1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
   a) bus and automobile safety;
   b) pedestrian safety;
   c) playground safety;
   d) fire safety;
   e) home safety;
   f) water safety;
   g) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety;
   h) the need for protective gear.

1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
   a) cooperation with others;
   b) adaptation to change;
   c) expression of ideas and thoughts to create positive relationships;
   d) the differences between positive and negative emotions.

Information Access and Use
1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include
   a) the role of community health care professionals;
   b) the purpose of community health care agencies.

Community Health and Wellness
1.6 The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/skills include
   a) cooperative behavior;
   b) respect for others;
   c) adherence to school rules;
   d) acceptance of responsibility;
   e) respect for the property of others.

1.7 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include
   a) the proper disposal of trash;
   b) the prevention of water pollution;
   c) the effects of pollution on drinking water and marine life;
   d) water conservation.

Grade Two

Knowledge and Skills
2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);  
b) the principles of correct posture;  
c) the interconnection of all body systems. 

2.2 The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include 
a) how food choices relate to a healthy lifestyle;  
b) the addictive nature of drugs, alcohol, and tobacco;  
c) the need for regular health check-ups and screenings;  
d) the importance of learning and using refusal skills;  
e) the use of nonviolent strategies to resolve conflicts. 

2.3 The student will describe the influences and factors that impact health and well-being. Key concepts/skills include 
a) heredity;  
b) the environment;  
c) germs and diseases;  
d) different customs and traditions;  
e) self-image related to personal success;  
f) disappointment, loss, grief, and separation.  

Information Access and Use  
2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include 
a) health care professionals, resources, and services;  
b) emergency services;  
c) print, audiovisual, and electronic media. 

Community Health and Wellness  
2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include 
a) the impact of verbal and nonverbal aggressive behaviors;  
the effects of personal health decisions on other individuals. 

Knowledge and Skills  
3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include 
a) food choices based on nutritional content;  
b) the benefits of physical activity and personal fitness;  
c) safe and harmful behaviors;  
d) positive interaction with family, peers, and other individuals. 

3.2 The student will use decision-making skills to promote health and personal well-being. Key concepts/skills include 
a) goal setting for personal health;  
b) the process of resolving conflicts peacefully;  
c) strategies for solving problems related to health. 

3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include 
a) improper use of medicines;  
b) the use of refusal skills to counter negative influences;  
c) the effects of nicotine, alcohol, and other drugs on body systems;
d) the use of common household items as inhalants;
e) the effects of mind-altering drugs on behavior.

**Information Access and Use**

3.4 The student will demonstrate the ability to use health information to improve personal health.
   Key concepts/skills include
   a) the use of health services and agencies to gain information;
   b) the ways in which health care has improved as a result of technology;
   c) the use of a variety of print, audiovisual, and electronic media resources.

**Community Health and Wellness**

3.5 The student will explain that customs and traditions may impact community health decisions.
   Key concepts/skills include
   a) dietary customs and practices;
   b) recreational activities;
   c) celebrations and traditions.
Praenomen __________________

MATCH THE ROMAN NUMERAL TO THE LATIN WORD

DUO IX
SEPTEM VII
QUINQUE I
QUATTOR IV
DECEM VI
UNUS X
TRES II
SEX VIII
NOVEM V
OCTO III
WRITE THE ROMAN NUMERAL NEXT TO EACH LATIN WORD

DUO __________________________
SEPTEM __________________________
QUINQUE __________________________
QUATTOR __________________________
DECEM __________________________
UNUS __________________________
TRES __________________________
SEX __________________________
NOVEM __________________________
OCTO __________________________
AGRICOLA ANTIQUUS HABET AGRĪS
ī AE Ī AE Ō

ET IN AGRĪS IS HABET ______
ī AE Ī AE Ō

CUM "____ - ____" HĪC

ET IBI "____ - ____"

HĪC "____"

IBI "____"

UBIQUE "____ - ____"

AGRICOLA ANTIQUUS HABET AGRĪS
ī AE Ī AE Ō

©1987 Patricia Rektorik-Sprinkle
EQUUM
FELEM

MI-AU
MI-AU
COAG
COAG

RANAM
OVEM
ASINUM
GALLUM
CLUC
CLUC

GALLINAM
PORCUM
MU
MU

BOVEM
PUERUM

SALVE!
COLUMBAM
GRYLLUM
PUELLAM
QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
ILLE CUM MOVENTE CAUDĀ

VAU
VAU

QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
SPERO ILLUM VENDIBILEM!

©1953-1965 Discipuli Magistrī Goldberg
QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
ILLE CUM MOVENTE CAUDĀ

QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
SPERO ILLUM VENDIBLEM!

ITER CALIFORNIAM FACIENDUM
ET AMANTEM RELINQUAM SOLUM
SI HABĒBIT CANEM NON ERIT MISER
ET CANIS HABĒBIT DOMUM

QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
ILLE CUM MOVENTE CAUDĀ

QUANT(Ī) EST ILLE CANIS IN FENESTRĀ?
SPERO ILLUM VENDIBLEM!
CANIS
EQUUS
FELIS
VACCA
PORCUS
ELEPHANTUS
SERPENS
MUS
PISCIS
URSUS
LUPUS
Cuniculus
PUER
PUELLA
BOS
<table>
<thead>
<tr>
<th>PORCUS</th>
<th>PUella et Puer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERPENS</td>
<td>ELEPHANTUS</td>
</tr>
<tr>
<td>URSUS</td>
<td>PISCIS</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>AVIS</td>
<td>CUNICULUS</td>
</tr>
</tbody>
</table>
**Animalia Derivatives**

Use these words to finish the sentences:

<table>
<thead>
<tr>
<th>LEONINE</th>
<th>CANINE</th>
<th>EQUINE</th>
<th>FELINE</th>
<th>BOVINE</th>
</tr>
</thead>
</table>

Another name for a [illustration of a dog] is a ____________________.

The medicine farmers give a [illustration of a cow] so she makes more milk is called __________ growth hormone.

If you are as handsome as a [illustration of a lion] people will call you ____________________.

If someone has a long face like a [illustration of a horse] you could say that he or she has an __________ face.

You have teeth that are sharp like a [illustration of a cat]’s teeth. They are called __________ teeth.
Praenomen mihi est __________________________

**Animalia Derivatives**

Use these words to finish the sentences:

| PORCINE | ELEPHANTINE | SERPENTINE | MURINE | PISCINE |

If something is as big as an elephant it is called __________________________.

A book about how to take care of your fish in an aquarium might be called a __________ book.

If you eat as sloppily as a pig people will call you __________________________.

If someone slithers around like a snake you could say that he or she is ____________.

The word that means “like a snake” is __________________________.
Praenomen mihi est _______________________

**Animalia Derivatives**

Use these words to finish the sentences:

<table>
<thead>
<tr>
<th>URSINE</th>
<th>LUPINE</th>
<th>AVIARY</th>
<th>Puerile</th>
<th>Equestrian</th>
</tr>
</thead>
</table>

A cage in which to keep your ____________ is called an _____________________.

If you act like a little ____________ people will say that you are _____________________.

A man or woman who rides an ____________ is called an _____________________.

Don’t threaten to blow anyone’s house down! People might think that you are ________________!

If you are as huggable as an ____________ you might be called _____________________.

Nava Cohen | UNUS, DUO, TRES ROMANI 2006 | ROMANtic Connections
CAPUT HUMERĪ  GENUA et DIGITĪ
GENUA et DIGITĪ

OCULĪ AURĒS OS  NASUS

CAPUT HUMERĪ  GENUA et DIGITĪ
GENUA et DIGITĪ
Nomen mihi est ____________________.

**CORPUS**

<table>
<thead>
<tr>
<th>CAPUT</th>
<th>HUMERI</th>
<th>GENUA</th>
<th>DIGITI</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCUleri</td>
<td>AURES</td>
<td>OS</td>
<td>NASUS</td>
</tr>
</tbody>
</table>

1. You see with your ____________________

2. You hear with your ____________________

3. You speak with your ____________________

4. You wear a hat on your ____________________

5. You smell with your ____________________

6. You can wiggle your ____________________

7. You kneel on your ____________________

8. You carry a shoulder bag on your ____________________
Scribite the picturam for each part of the corpus.

Nomen mihi est ____________________.

CAPUT
HUMERĪ
GENUA
DIGITĪ

OCULĪ
AURĒS
OS
NASUS
The list below includes both *holera* (vegetables) and *fructus* (fruits.)

- Circle all of the *holera*.
- Underline all of the *fructus*.

<table>
<thead>
<tr>
<th>uva</th>
<th>cerasum</th>
</tr>
</thead>
<tbody>
<tr>
<td>lactuca</td>
<td>malum</td>
</tr>
<tr>
<td>ariena</td>
<td>oliva</td>
</tr>
<tr>
<td>pirum</td>
<td>persicum</td>
</tr>
<tr>
<td>carota</td>
<td></td>
</tr>
<tr>
<td>asparagus</td>
<td></td>
</tr>
</tbody>
</table>
What Did the Romans Eat?

• Decide whether the Romans ate the following foods.

• Draw an X over any food that you think the Romans did NOT eat.
Cibī Romanī Quaestionēs

1. Did the Romans have a healthful diet?  
   YES  NO

2. What were three main food staples for all Romans?
   I. __________________________________________
   II. __________________________________________
   III. __________________________________________

3. Did ordinary Romans eat meat and poultry often?  
   YES  NO

4. List six kinds of *carnes* and *aves*.
   I. __________________________________________
   II. __________________________________________
   III. __________________________________________
   IV. __________________________________________
   V. __________________________________________
   VI. __________________________________________

5. What was the Romans’ favorite drink? ________________

6. What was the most important dairy product in the Roman diet?  
   ____________________________________________
7. From what was *caseus* made? ______________________

8. How was butter used by the Romans? _______________

9. Describe *puls*. _________________________________

10. List six foods that were unknown in Ancient Rome.

   I. _________________________________

   II. ________________________________

   III. ________________________________

   IV. ________________________________

   V. _________________________________

   VI. ________________________________

11. What did the Romans use as a sweetener? ___________
Food and Meals Quaestiones

1. What kind of climate is found in Italy? ____________

2. What were the four grains the Romans used?
   I. ________________________________
   II. ________________________________
   III. ________________________________
   IV. ________________________________

3. What kind of meat was a luxury for the Romans?
   ________________________________

4. What kind of meat did all Romans eat?
   ________________________________

5. List three ways that the Romans used olive oil.
   I. ________________________________
   II. ________________________________
   III. ________________________________
6. List three ways that the Romans used grapes.
   I. ______________________________
   II. ______________________________
   III. ______________________________

7. Did early Romans eat most of their food cold or hot? COLD HOT

8. What did the Romans eat for breakfast? __________________

9. When did the Romans eat their main meal of the day?
   ________________________________

10. What were the Latin names for the three meals?
    I. ______________________________
    II. ______________________________
    III. ______________________________

11. List two or three foods that a rich and powerful Roman might have eaten that you have never eaten.
    I. ______________________________
    II. ______________________________
    III. ______________________________