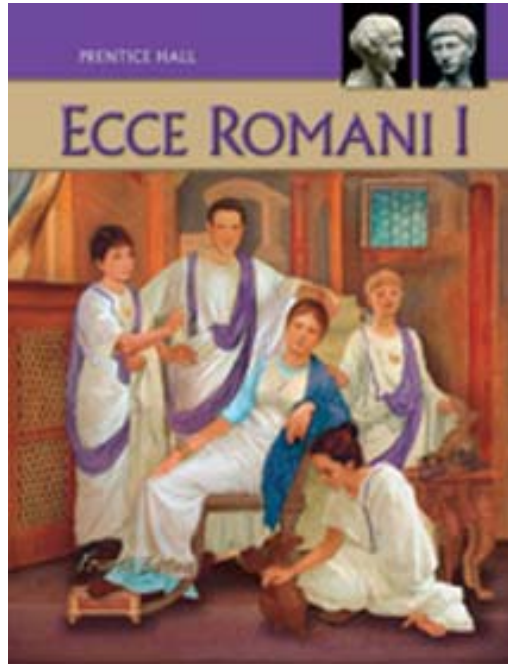


## A Correlation of



To the

**Florida Department of Education  
Instructional Materials Correlation  
Latin 1 / Course Code 0706300**

**CORRELATION**  
**FLORIDA DEPARTMENT OF EDUCATION**  
**INSTRUCTIONAL MATERIALS CORRELATION**  
**COURSE STANDARDS/BENCHMARKS**

**SUBJECT:** Latin  
**GRADE LEVEL:** 9-12  
**COURSE TITLE:** Latin 1  
**COURSE CODE:** 0706300  
**SUBMISSION TITLE:** ECCE ROMANI I  
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|----------------|--|---|
| WL.K12.NH.6.4: | Identify cultural artifacts, symbols, and images of the target culture(s).   | <b>SE:</b> Myth, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see representative sample of art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Discuss the statue, 171 |
| WL.K12.NH.7.2: | Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge. | <b>SE:</b> Maps, xiii, xvi, 1, 28, 99, 125, 154, 169, 194, 206, 208, 217, 237, 244  |

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| WL.K12.NH.7.1: | Use vocabulary acquired in the target language to access new knowledge from other disciplines.  | <b>SE:</b> Vocabulary list, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Culture questions, elements of founding story of Rome, 172 (Romans and religion); Research world events at time of the stories, create global map, 302; Research aqueducts of the world, 363  |
| WL.K12.NH.8.1: | Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture. | <b>SE:</b> Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261; also see: Two Roman Girls, 3–6; A Summer Afternoon, 7–12; In the Garden, 13–18; Getting Up Early, 53–62; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; A Visit to the Races, 249–261<br><b>TG:</b> Discuss importance of portraits in their lives, 10; Write and discuss American dress based on Latin reading, 36; Discover founding myths of the US and other countries or cities, 170; Compare Roman system of roads to modern highway system, 193; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298 |
| WL.K12.NH.8.2: | Compare basic sound patterns and grammatical structures between the target language and own language.   | <b>SE:</b> Pronunciation of Latin, 287–288; also see: Forms & Building the Meaning, 4–5, 8–9, 14–15, 20–21, 26–27, 34–35, 40–44, 54–56, 64–67, 72–74, 80–82, 83, 90–92, 98–101, 106–108, 114–117, 120–122, 128–129, 138–140, 150–152, 160–163, 165–167, 186–192, 200–206, 212–214, 218–219, 228–229, 240–243, 252–257<br><b>TG:</b> The Teacher’s Guide provides the answers and additional notes for the Forms & Building the Meaning exercises. For examples, see the following pages: 5–6, 16, 84–85, 112, 191, 241–242, 334–335, 380–381, and 405.   |

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| WL.K12.NH.8.3: | Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) | <b>SE:</b> Cultural Assimilation, 220–221; Rome in the Mediterranean World, 244–248; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss importance of portraits in their lives, 10; Write and discuss American dress based on Latin reading, 36; Discover founding myths of the US and other countries or cities, 170; Compare Roman system of roads to modern highway system, 193; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298 |
| WL.K12.NH.9.1: | Use key target language vocabulary to communicate with others within and beyond the school setting.                                       | <b>SE:</b> Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Tell in Latin what character doing in a story, 67; Oral Latin: ask and answer questions, 132; Act out, in Latin, stories of legendary heroes, 262; Create comic book pages, in Latin, illustrating heroes' stories, 262; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434  |

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|-------------------|--|--|
| WL.K12.NH.9.2:    | Use communication tools to establish a connection with a peer from a country where the target language is spoken.  | <b>SE:</b> <i>Ecce Romani</i> prepares students for participation in events such as the Certamen competitions sponsored by the National Junior Classical League by emphasizing features such as the following: Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240; Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; History, 168–171, 216–218, 244–247; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221<br><b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Culture questions, elements of founding story of Rome, 172 (Romans and religion); Research world events at time of the stories, create global map, 302; Research aqueducts of the world, 363 |
| LAFS.910.SL.1.1:  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Discuss character perspectives, 67; Discuss miraculous childhoods of important figures in history and in different cultures, 170; Discuss the statue, 171; Discuss Romans and the wolf and other cultures’ totemic animals, 170  |
| LAFS.910.SL.1.1a: | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.        | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Culture questions, elements of founding story of Rome, 172 (Romans and religion); Research world events at time of the stories, create global map, 302; Research aqueducts of the world, 363  |

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|-------------------|--|---|
| LAFS.910.SL.1.1b: | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.                     | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Discuss character perspectives, 67; Discuss miraculous childhoods of important figures in history and in different cultures, 170; Discuss the statue, 171; Discuss Romans and the wolf and other cultures' totemic animals, 170 |
| LAFS.910.SL.1.1c: | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.         | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Discuss character perspectives, 67; Discuss miraculous childhoods of important figures in history and in different cultures, 170; Discuss the statue, 171; Discuss Romans and the wolf and other cultures' totemic animals, 170 |
| LAFS.910.SL.1.1d: | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Discuss character perspectives, 67; Discuss miraculous childhoods of important figures in history and in different cultures, 170; Discuss the statue, 171; Discuss Romans and the wolf and other cultures' totemic animals, 170 |
| LAFS.910.SL.1.3:  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  | <b>SE:</b> Questions for discussion, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Discuss character perspectives, 67; Discuss miraculous childhoods of important figures in history and in different cultures, 170; Discuss the statue, 171; Discuss Romans and the wolf and other cultures' totemic animals, 170 |

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| LAFS.910.SL.2.4:   | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | <b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Tell in Latin what character doing in a story, 67; Discuss character perspectives, 67; Project/research Roman agriculture and country life, 91; Create mini-dialogue in Latin as a group, 113; Oral Latin: ask and answer questions, 132; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262  |
| ELD.K12.ELL.S1.1:  | English language learners communicate for social and instructional purposes within the school setting.  | <b>SE:</b> Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Tell in Latin what character doing in a story, 67; Oral Latin: ask and answer questions, 132; Act out, in Latin, stories of legendary heroes, 262; Create comic book pages, in Latin, illustrating heroes' stories, 262; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434  |
| LAFS.910.RH.1.2:   | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  | <b>SE:</b> Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240, 243, 249–252; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Culture questions, elements of founding story of Rome, 172 (Romans and religion); Research world events at time of the stories, create global map, 302; Research aqueducts of the world, 363 |
| LAFS.910.WHST.1.1: | Write arguments focused on <i>discipline-specific content</i> .   | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Compose review of the caupōna in simple Latin, 298; Write inscriptions for charioteers, 450   |

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| LAFS.910.WHST.1.1a: | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Compose review of the caupōna in simple Latin, 298; Write inscriptions for charioteers, 450 |
| LAFS.910.WHST.1.1b: | Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Compose review of the caupōna in simple Latin, 298; Write inscriptions for charioteers, 450 |
| LAFS.910.WHST.1.1c: | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.   | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Compose review of the caupōna in simple Latin, 298; Write inscriptions for charioteers, 450 |
| LAFS.910.WHST.1.1d: | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Compose review of the caupōna in simple Latin, 298   |
| LAFS.910.WHST.1.1e: | Provide a concluding statement or section that follows from or supports the argument presented.  | <b>SE:</b> Memorial Inscription, 222<br><b>TG:</b> Compose review of the caupōna in simple Latin, 298; Write inscriptions for charioteers, 450  |



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| LAFS.910.WHST.1.2:  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |
| LAFS.910.WHST.1.2a: | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |
| LAFS.910.WHST.1.2b: | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.                            | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |

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| LAFS.910.WHST.1.2c: | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.                                       | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |
| LAFS.910.WHST.1.2d: | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |
| LAFS.910.WHST.1.2e: | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363 |

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| LAFS.910.WHST.1.2f: | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363   |
| WL.K12.NM.1.1:      | Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.                              | <b>SE:</b> Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Create puppets in Roman dress to be used for presentations, 36; Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Oral Latin: ask and answer questions, 132; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262 |
| WL.K12.NM.1.4:      | Demonstrate understanding of simple information supported by visuals through a variety of media.  | <b>SE:</b> See the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Discuss importance of portraits in their lives, 10; Research, design, and create Roman clothing, 36; Discuss the statue, 171; Create comic book pages, in Latin, illustrating heroes' stories, 262; Examine map of Rome and discuss correlation between location and structures, 360    |
| WL.K12.NM.1.5:      | Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.   | <b>SE:</b> The following pages may be used in preparation to meet this benchmark: Phrases, mottoes, and abbreviations, 103, 153, 175, 186, 197, 261<br><b>TG:</b> Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Act out, in Latin, stories of legendary heroes, 262; Students act out dialogue from the story, 434  |

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| WL.K12.NM.1.6: | Follow short, simple directions.  | <b>SE:</b> Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240   |
| WL.K12.NM.2.1: | Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.      | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 |
| WL.K12.NM.2.2: | Demonstrate understanding of short, simple literary stories.  | <b>SE:</b> Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240, 243, 249–252   |
| WL.K12.NM.2.4: | Recognize words and phrases when used in context on familiar topics.  | <b>SE:</b> Vocabulary list, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240; Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261; Pronunciation of Latin, 287–288  |
| WL.K12.NM.3.1: | Introduce self and others using basic, culturally-appropriate greetings.                                      | <b>SE:</b> Greetings, commands and simple questions can be found on pages 13, 19, 39, 74   |
| WL.K12.NM.3.5: | Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. | <b>SE:</b> Word Study: Numbers and the Number System, 123–125  |
| WL.K12.NM.3.7: | Understand and respond appropriately to simple directions.  | <b>SE:</b> Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240   |
| WL.K12.NM.4.5: | Role-play skits, songs, or poetry in the target language that deal with familiar topics.                      | <b>TG:</b> Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Act out, in Latin, stories of legendary heroes, 262; Students act out dialogue from the story, 434  |

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| WL.K12.NM.4.6: | Present simple information about a familiar topic using visuals.  | <b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Tell in Latin what character doing in a story, 67; Discuss character perspectives, 67; Project/research Roman agriculture and country life, 91; Create mini-dialogue in Latin as a group, 113; Oral Latin: ask and answer questions, 132; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262 |
| WL.K12.NM.5.1: | Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363                  |
| WL.K12.NM.5.2: | Fill out a simple form with basic information.  | <b>SE:</b> Students fill in basic responses in the exercises that follow selections. For a representative sample, see the following exercises: 25 (Exercise 5a #1); 39 (Exercise 7a #2); 79 (Exercise 11a #6); 89 (Exercise 12a #6); 91 (Exercise 12c #1); 127 (Exercise 17a #4, 6); 129 (Exercise 17c #1, 15); 173 (Exercise 21a #1-2, 5); 199 (Exercise 23a #3)  |
| WL.K12.NM.5.3: | Write simple sentences about self and/or others.  | <b>SE:</b> Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240   |
| WL.K12.NM.5.4: | Write simple sentences that help in day-to-day life communication.  | <b>SE:</b> Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240   |

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| WL.K12.NM.5.5: | Write about previously acquired knowledge and experiences.   | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363  |
| WL.K12.NM.5.6: | Pre-write by drawing pictures to support ideas related to a task.  | <b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36   |
| WL.K12.NM.5.7: | Draw pictures in sequence to demonstrate a story plot.   | <b>TG:</b> Tell in Latin what character doing in a story, 67; Discuss character perspectives, 67; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262  |
| WL.K12.NM.6.1: | Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) | <b>SE:</b> Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261<br><b>TG:</b> Discuss character perspectives, 67; Create mini-dialogue in Latin as a group, 113; Oral Latin: ask and answer questions, 132; Act out, in Latin, stories of legendary heroes, 262; Students act out dialogue from the story, 434  |
| WL.K12.NM.6.3: | Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.                         | <b>SE:</b> The following pages may be used in preparation to meet this benchmark: Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261; also see: Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Create puppets in Roman dress to be used for presentations, 36; Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Oral Latin: ask and answer questions, 132; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262 |

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| WL.K12.NM.6.4: | Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).   | <b>SE:</b> Roman Villa, 45–48; Aqueducts, 207–209; Rome, 230–233; Euclides the Tour Guide, 235–237; Rome in the Mediterranean World, 244–248; Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; See the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Compare Roman system of roads to modern highway system, 193; Examine map of Rome and discuss correlation between location and structures, 360; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412 |
| WL.K12.NM.7.1: | Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.                   | <b>SE:</b> Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; History, 168–171, 216–218, 244–247; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; also see: Vocabulary list, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240  |
| WL.K12.NM.7.2: | Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. | <b>SE:</b> History, 168–171, 216–218, 244–247; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; also see: Forms & Building the Meaning, 4–5, 8–9, 14–15, 20–21, 26–27, 34–35, 40–44, 54–56, 64–67, 72–74, 80–82, 83, 90–92, 98–101, 106–108, 114–117, 120–122, 128–129, 138–140, 150–152, 160–163, 165–167, 186–192, 200–206, 212–214, 218–219, 228–229, 240–243, 252–257  |

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| WL.K12.NM.8.1: | Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. | <b>SE:</b> Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261; Word Study, 22–23, 57–58, 102–103, 123–125, 144–147, 196–197, 259–261<br><b>TG:</b> Discuss importance of portraits in their lives, 10; Write and discuss American dress based on Latin reading, 36; Discover founding myths of the US and other countries or cities, 170; Compare Roman system of roads to modern highway system, 193; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298 |
| WL.K12.NM.8.2: | Recognize true and false cognates in the target language and compare them to own language.   | <b>SE:</b> Word Study, 22–23, 57–58, 102–103, 123–125, 144–147, 196–197, 259–261  |
| WL.K12.NM.8.3: | Identify celebrations typical of the target culture and one’s own.   | <b>SE:</b> The following pages may be used in preparation to meet this benchmark: Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43   |
| WL.K12.NM.9.1: | Use key words and phrases in the target language to participate in different activities in the school and community settings.            | <b>SE:</b> Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Act out, in Latin, stories of legendary heroes, 262; Students act out dialogue from the story, 434  |



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| WL.K12.NM.9.2: | Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. | <b>SE:</b> <i>Ecce Romani</i> prepares students for participation in events such as the Certamen competitions sponsored by the National Junior Classical League by emphasizing features such as the following: Respondē Latīnē, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240; Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; History, 168–171, 216–218, 244–247; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221<br><b>TG:</b> Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Culture questions, elements of founding story of Rome, 172 (Romans and religion); Research world events at time of the stories, create global map, 302; Research aqueducts of the world, 363 |
| WL.K12.NH.1.1: | Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.   | <b>SE:</b> Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261; Word Study, 22–23, 57–58, 102–103, 123–125, 144–147, 196–197, 259–261<br><b>TG:</b> Discuss importance of portraits in their lives, 10; Write and discuss American dress based on Latin reading, 36; Discover founding myths of the US and other countries or cities, 170; Compare Roman system of roads to modern highway system, 193; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298  |
| WL.K12.NH.1.4: | Demonstrate understanding of key points on familiar topics presented through a variety of media.                  | <b>SE:</b> See a representative sample of art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Discuss the statue, 171  |

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| WL.K12.NH.1.5: | Demonstrate understanding of simple stories or narratives.  | <b>SE:</b> Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; also see: Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240, 243, 249–252   |
| WL.K12.NH.2.1: | Determine main idea from simple texts that contain familiar vocabulary used in context.   | <b>SE:</b> Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240, 243, 249–252   |
| WL.K12.NH.2.2: | Identify the elements of story such as setting, theme and characters.   | <b>SE:</b> Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see: Ancient art and western paintings, 4, 30, 35, 48, 51, 55, 60, 66, 68, 85, 86, 110, 111, 117, 141, 143, 155, 170, 193, 216, 246<br><b>TG:</b> Tell in Latin what character doing in a story, 67; Create mini-dialogue in Latin as a group, 113; Act out, in Latin, stories of legendary heroes, 262; Students act out dialogue from the story, 434  |
| WL.K12.NH.5.6: | Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken). | <b>SE:</b> The following pages may be used in preparation to meet this benchmark: Departure, 71–78; Vehicle Spotting, 113–118; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; First Morning in Rome, 223–238; A Visit to the Races, 249–261<br><b>TG:</b> Compare Roman system of roads to modern highway system, 193; Compare Roman inns with those of today, 298; Examine map of Rome and discuss correlation between location and structures, 360; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412 |
| WL.K12.NH.5.7: | Pre-write by generating ideas from multiple sources based upon teacher-directed topics.   | <b>SE:</b> Questions after readings, 31, 48, 61, 77, 84, 87, 111, 143, 153, 157, 171, 209, 218, 221, 233, 247; Respondē Latīnē (writing in Latin), 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240<br><b>TG:</b> Write and discuss American dress based on Latin reading, 36; Project/research Roman agriculture and country life, 91; Culture questions, elements of founding story of Rome, 172; Research aqueducts of the world, 363  |

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| WL.K12.NH.6.1: | Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. | <b>SE:</b> Cultural Assimilation, 220–221; Rome in the Mediterranean World, 244–248; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss importance of portraits in their lives, 10; Write and discuss American dress based on Latin reading, 36; Discover founding myths of the US and other countries or cities, 170; Compare Roman system of roads to modern highway system, 193; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298 |
| WL.K12.NH.6.2: | Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.   | <b>SE:</b> Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Discuss the statue, 171; Act out, in Latin, stories of legendary heroes, 262   |

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| WL.K12.NH.6.3: | Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.) | <b>SE:</b> Roman Villa, 45–48; Aqueducts, 207–209; Rome, 230–233; Euclides the Tour Guide, 235–237; Rome in the Mediterranean World, 244–248; Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154–157, 164, 178–179, 207–209, 222, 230–233, 235–237, 258; See the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251<br><b>TG:</b> Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Compare Roman system of roads to modern highway system, 193; Examine map of Rome and discuss correlation between location and structures, 360; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412 |