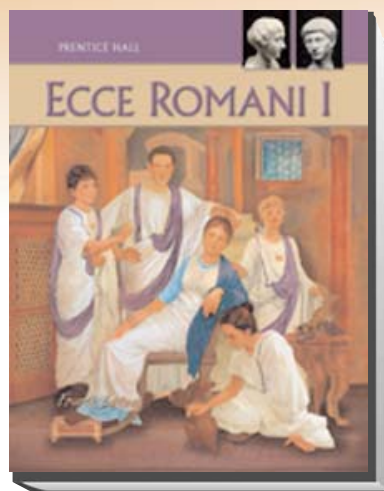


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Ecce Romani I © 2009



C O R R E L A T E D T O
Humanities –World Languages: Level I
Idaho Content Standards 1, 2 and 3 for
Grades 7-12

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Humanities –World Languages: Level I

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Idaho Content Standards Humanities: World Languages, grades 7-12

Standard 1: Acquisition and use of language

Comprehend and communicate in the target language through listening reading, writing, and speaking. Level I students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

*The study of Classical Latin is primarily concerned with the interpretation of texts and with historical and cultural understanding. While this interpretive mode is most important, **Ecce Romani** uses simple oral question and answer exercises in the interpersonal mode as a means of solidifying language acquisition. There is no instruction in conversation as there exist no native speakers of Latin. Presentations are generally in English and focus upon the literary texts, the historical and cultural issues, as well as the oral reading of the literary texts.*

| Goals: | Objectives | Yes | No |
|----------------------------|--|---|----|
| Goal 1.1: Listening | 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context. | Vocabulary is used in the context of a continuous narrative, and is listed separately following each story. SE: 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 | |
| | 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues). | This is the essential activity of the Responde Latine exercises. SE: 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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| 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive). | Basic sentence types and the elements of Latin syntax are regularly addressed in Building the Meaning . SE: 4-5, 8, 20-21, 26-27, 34-35, 42-44, 64, 72, 80, 90-92, 100-101, 115-116, 120-122, 139-140, 161-163, 189-192, 200, 203-204, 212-213, 229, 252 | |
| 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how). | Forms for simple questions are specifically addressed. SE: 13, 56-57 ex. 8c, 8d, 63 | |
| 7-12.WL1.1.1.5 Recognize number and gender signals. | Noun and adjective gender and number, as well as number and agreement in verbs are Included in the Forms sections. SE: 8-9, 14-15, 34-35, 40-41, 54-56, 65-66, 72-74, 81-82, 98-99, 106-108, 114-115, 128-129, 138, 150-152, 160-161, 165-167, 186-188, 201-202, 205-206, 213-214, 218-219, 228-229, 240-242, 253-257 | |
| 7-12.WL1.1.1.6 Distinguish between formal and informal address. | While Latin literature does not use a separate inflection or syntax for informal address, greetings and introductions are addressed in SE: 13, 19, 39; and direct commands are specifically addressed in SE: 74 | |

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| Goal 1.2: Speaking | 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts. | Students respond to specific questions and statements regarding the reading passages in the Responde Latine component. SE: 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 | |
| | 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings. | Ecce Romani uses a series of classroom expressions, greetings, and interpersonal patterns to enhance the training in the reading and translation of Latin texts. SE: 13, 19, 39, 74 | |
| | 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges. | For a classical language, the equivalent of conversational exchanges is the oral rendition of literary texts. This begins with the reading aloud of the story passages in Ecce Romani . SE: 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 | |

| Goals: | Objectives | Yes | No |
|---------------------------------|---|---|----|
| <p>Goal 1.3: Reading</p> | <p>7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.</p> | <p>The Building the Meaning and Forms sections provide the basic instruction in decoding the written text. These are supplemented by a full-scale grammar and syntactical reference in the Appendix. SE: 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; 267-273</p> | |
| | <p>7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.</p> | <p>Vocabulary recognition is a regular part of each lesson. In addition complete Latin-English and English-Latin vocabularies appear at the end of the text. SE: 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; 289-312</p> | |
| | <p>7-12.WL1.1.3.3 Associate the written text with spoken forms.</p> | <p>A guide to pronunciation of written Latin is presented. SE: 287-288</p> | |

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| | 7-12.WL1.1.3.4 Recognize cognates and borrowed words. | Ecce Romani provides regular instruction in cognates and word borrowings in the Word Study sections. SE: 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261 | |
| Goal 1.4: Writing | 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks). | Translation of the story passages into English is the primary activity for instruction in a classical language. SE: 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 | |
| | 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment. | This is regularly addressed in the Responde Latine sections, which is suitable for oral or written response. SE: 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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| | 7-12.WL1.1.4.3 Rewrite sentences, using substitutions. | The instructional techniques of restatement and rephrasing find their parallels in classical languages in translations from English into the target language based on a written prompt. Examples are SE Exercises: 5 (1c), 21 (4d), 40 (7c), 82 (11d), 129 (17d), 163 (20e), 190 (22e), 219 (24e), 242 (26d), 256 (27d) | |
| | 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases. | SE: 5 (1c), 9 (2d), 15 (3e), 21 (4d), 27 (5d), 35 (6d), 40 (7c), 57 (8d), 66 (9d), 82 (11d), 91 (12c), 99 (13c), 108 (14f), 117 (15d), 124 (3), 129 (17d), 146 (4), 163 (20e), 176 (21c), 190 (22e), 202 (23c), 219 (24e), 242 (26d), 256 (27d) | |

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level I students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

*As explained above, **Ecce Romani** focuses on student mastery of grammar and syntax to decode continuous prose passages. This process begins with parts of speech and the elements of a sentence, and continues with the complex system of inflections which create meaning. In addition, regular training in the derivation of English words from Latin is an integral part of the text.*

| Goals: | Objectives | Yes | No |
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| Goal 2.1: Analysis of Language Elements and Products | 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order). | Parts of speech, elements of a sentence, and types of expressions are presented in the Building the Meaning sections. SE: 4-5, 8, 20-21, 26-27, 34-35, 42-44, 64, 72, 80, 90-92, 100-101, 115-116, 120-122, 139-140, 161-163, 189-192, 200, 203-204, 212-213, 229, 252 | |
| | 7-12.WL1.2.1.2 Derive meaning from word order. | In a classical language, inflection rather than word order provides the basic building blocks of meaning. These inflections are regularly presented in the Forms sections. SE: 8-9, 14-15, 34-35, 40-41, 54-56, 65-66, 72-74, 81-82, 98-99, 106-108, 114-115, 128-129, 138, 150-152, 160-161, 165-167, 186-188, 201-202, 205-206, 213-214, 218-219, 228-229, 240-242, 253-257 | |
| Goals: | Objectives | Yes | No |
| Goal 2.1: Analysis of Language Elements and Products | 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense. | A level one Latin course would typically expect the student to recognize all six basic verb tenses in the indicative mood. SE: 8, 54, 72-74, 98-99, 106-108, 128-129, 150-152, 160-161, 162-163, 165-167, 201-202, 205-206, 213-214, 218-219, 257 | |

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| | 7-12.WL1.2.1.4 Compare linguistic elements among languages. | The comparison with English is a necessary and regular function of the activity of translation of the Latin passages into English. SE: 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 | |
| | 7-12.WL1.2.1.5 Recognize systematic changes in word families. | The Word Study sections regularly address the development of word families, as well as their relationship to other languages. SE: 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261 | |
| Goal 2.2: Modification and Manipulation of Language Elements and Products | 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary. | In Ecce Romani , the student should be able to manipulate noun and adjective declensions, and the expansion of simple root words into compounds. SE: 4, 22, 40-41, 42-43, 56, 57, 65, 81, 84, 90, 98, 102, 114-116, 123, 138, 144, 186, 188, 196, 212-213, 228, 240, 253-257, 259 | |

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| <p>7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.</p> | <p>A level one Latin course would typically expect the student to recognize all six basic verb tenses in the indicative mood. SE: 8, 54-55, 72-74, 98-99, 106-108, 128-129, 150-152, 160-161, 162-163, 165-167, 201-206, 213-214, 218-219, 257</p> | |
| <p>7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.</p> | <p>The student should be able to read and translate different sentence types, including positive and negative aspects. SE: 4-5, 8, 20-21, 26-27, 34-35, 42-44, 64, 72, 80, 90-92, 100-101, 115-116, 120-122, 139-140, 161-163, 189-192, 200, 203-204, 212-213, 229, 252</p> | |
| <p>7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.</p> | <p>Direct translation from the target language into Latin is the equivalent for classical languages. SE: 5 (1c), 9 (2d), 15 (3e), 21 (4d), 27 (5d), 35 (6d), 40 (7c), 57 (8d), 66 (9d), 82 (11d), 91 (12c), 99 (13c), 108 (14f), 117 (15d), 124 (3), 129 (17d), 146 (4), 163 (20e), 176 (21c), 190 (22e), 202 (23c), 219 (24e), 242 (26d), 256 (27d)</p> | |

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level I students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures.

Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

*The civilizations of Classical Greece and Rome form the basis for much of our western culture. **Ecce Romani** introduces the student to the culture of daily life in ancient Rome and then, through a series of readings in English, brings the student to an awareness of the ancient civilizations and their impact on us today. These readings are regular features of the text: **Roman Life, Frontier Life, Myth and History.***

| Goals: | Objectives | Yes | No |
|------------------------------|--|---|----|
| Goal 3.1: Historical Context | 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture. | This is a feature of the History sections SE: 168-171, 216-218, 244-247; as well as certain of the Myth sections. SE: 85-87, 109-111, 141-143 | |
| | 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins). | As English contains over one half of its vocabulary from Latin, these connections are made on a regular basis and are featured in the Word Study sections. SE: 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261 | |

| <p>Goal 3.2: Geographical Context</p> | <p>7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.</p> | <p>While the target language is no longer spoken, Classical Latin became French, Italian, Spanish Portuguese and Romanian, as well as having an immense impact upon English and other European languages. The geographical nature of this legacy is presented in a series of relevant Maps: SE: xiii, xvi, 1, 28, 99, 125, 154, 169, 175, 194, 206, 217, 237, 244 In addition there are readings which highlight the spread of the Roman world: SE: xii-xiii, 28-31, 45-48, 154-157, 235-237</p> | |
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| <p>Goals:</p> | <p>Objectives</p> | <p>Yes</p> | <p>No</p> |
| <p>Goal 3.2: Geographical Context</p> | <p>7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.</p> | <p>Several of the Roman Life and Frontier Life sections deal with geographical features. SE: 45-48, 154-157, 193-195, 207-209, 215, 220-221, 235-237</p> | |
| <p>Goal 3.3: Cultural Context</p> | <p>7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.</p> | <p>Roman daily life and a comparison with the customs and character of U.S. culture are addressed by the Roman Life sections. SE: 10-11, 17, 37, 45-48, 59-61, 75-77, 83, 164, 230-233</p> | |
| | <p>7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.</p> | <p>The appropriate equivalent for a non-spoken language is an analysis of the cultural influences of the society upon that language. SE: 10-11, 59-61, 68-69, 75-77, 83, 220-222, 230-233, 258</p> | |

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| | <p>7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).</p> | <p>Rome was one of the world's first multi-cultural societies. The feature is highlighted in a series of readings. SE: 28-31, 37, 59-61, 68-69, 75-77, 85-87, 141-143, 154-157, 193-195, 207-209, 215, 220-222</p> | |
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