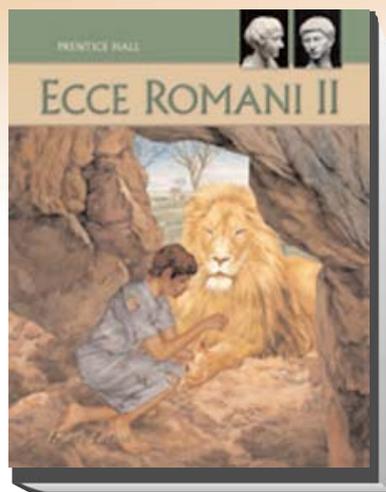


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C O R R E L A T E D T O
Humanities –World Languages: Level 2
Idaho Content Standards 1, 2 and 3 for
Grades 7-12

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Idaho Content Standards Humanities: World Language Level 2 grades 7-12

Standard 1: Acquisition and use of language

Comprehend and communicate in the target language through listening reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

*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. Level 2 students will read passages of increasing length and complexity, and explore in greater depth historical and cultural topics, albeit in English. Student reading, translation and analysis skills at the end of the second year should be at a level which indicates a mastery of basic Latin grammar and a readiness for the reading of Latin literature.*

Goals:	Objectives	Yes	No
Goal 1.1: Listening	7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.	The Vocabulary component is used in the context of a continuous narrative, and is listed separately following each story. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296	

<p>7-12.WL2.1.1.2 Follow general classroom instruction in the target language.</p>	<p>Comprehension questions based upon the reading passages asked and answered in Latin are the essence of the Responde Latine sections. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296</p>	
<p>7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.</p>	<p>In a classical language, the student should be able to accurately comprehend the various tenses and moods of the regular and irregular verb. SE: 24, 98-101, 132-133, 151-152, 153-154, 166-167, 168-170, 206, 221-222, 256-257, 257-259, 268-270, 278-280, 288-289, 296-298, 334-339, 354-355, 357-363</p>	
<p>7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).</p>	<p>In a classical language, students should be able to comprehend simple Latin selections taken from a variety of styles. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303</p>	

Goal 1.2: Speaking	7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.	In a classical language, students should be able to read aloud, with some ease, the continuous narrative passages in each chapter SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296	
	7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).	This is the essential activity of the Responde Latine exercises. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296	
	7-12.WL2.1.2.3 Read texts aloud.	In a classical language, students should be able to give an acceptable oral rendition of adapted or original texts of both prose and poetry. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303	
	7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.	In regular Review Units , students read adapted Latin texts and conduct analysis and discussion of their significance. SE: 59, 106-107, 160-162, 194-195, 252-253, 306-307	

Goals:	Objectives	Yes	No
Goal 1.3: Reading	7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.	Familiar vocabulary is practiced in the supplementary chapter readings. SE: 37 (31f), 52 (33c), 68-69 (34h-34i), 128 (39g), 192 (Xc), 236-237 (48j), 243 (49e), 264 (50e), 289 (53c)	
Goal 1.3: Reading	7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.	New vocabulary is regularly introduced as part of each new chapter passage. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296	
	7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.	Students will then, with some assistance, move on to adapted authentic Latin texts. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296	
	7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.	Latin epitaphs and selected poems of Vergil, Catullus and Martial address this objective: SE: 128, 236, 290-292, 300-303	

Goal 1.4: Writing	7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.	Students practice new verb tenses and moods, noun uses and syntactical concepts in a variety of exercises. SE: 6 (28d), 13 (29d), 35 (31d), 44 (32c), 56 (VIIa), 76 (35g), 91 (36d), 100 (37c), 112 (38d), 152 (42d), 157 (IXb), 169 (43c), 186 (45b), 192 (Xa,b), 229 (48f), 230 (48g), 250 (XIa-d), 259 (50b), 298 (54c), 304 (XIIa-c)	
	7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.	As stated above, paragraph length composition in Latin is not a necessary skill in learning a classical language. Students do, however, gain extensive experience in using grammatical and syntactical concepts by translating from the target language into Latin. SE: 15 (29f), 25 (30e), 38 (31h), 45 (32e), 68 (34g), 77 (35i), 101 (37f), 112 (38d), 122 (39e), 144 (41c), 154 (42f), 170 (43e), 202 (46d), 216 (47d), 231 (48i), 242 (49d), 270 (51e), 289 (53d), 298 (54d)	

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

*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. Students in their second year should be able to deal with the uses of the subjunctive mood and the many subordinate clauses.

Goals:	Objectives	Yes	No
Goal 2.1: Analysis of Language Elements and Products	7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned.	Analysis of verb forms and syntax is thoroughly undertaken in the Forms and Building the Meaning sections. SE: 5-6, 23-25, 50-52, 133-136, 153-154, 166-170, 176-178, 200-202, 214-216, 226-228, 240-242, 256-259, 260-261, 268-270, 278-280, 288-289, 296-298	
	7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).	Noun, pronoun and adjective inflections, their meaning and the proper use of sentence elements is presented in the Forms and Building the Meaning sections. SE: 5-6, 13-15, 34-37, 64-67, 72-73, 74-77, 91-92, 118-122, 200-202, 214-216, 226-229	
	7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.	Ecce Romani gives the student extensive practice in enlarging vocabulary based upon compounds and word families, as well as enabling the student to derive English words from their Latin roots. These goals are the focus of the Word Study section. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275	
Goal 2.2: Modification and Manipulation of Language Elements and Products	7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.	SE: 4-6, 13-15, 64-68, 72-77, 91-92	

Goals:	Objectives	Yes	No
Goal 2.2: Modification and Manipulation of Language Elements and Products	7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).	Preference, intent, circumstance and condition are usually expressed in Latin by the subjunctive mood. SE: 151-154, 166-170, 256-261, 268-270, 288-289, 296-298	
	7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).	This objective is the function of the Building the Meaning section. SE: 5-6, 13-14, 23-25, 34-36, 50-52, 64-65, 72-73, 91-92, 118-122, 133-136, 153-154, 166-170, 176-178, 200-202, 214-216, 226-228, 240-242, 256-259, 260-261, 268-270, 278-280, 288-289, 296-298	

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

*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, and History.***

Goals:	Objectives	Yes	No
Goal 3.1: Historical Context	7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.	This objective is the focus of the History section. SE: 26-29, 78-81, 124-129, 155-156, 207-211, 272-273, 312-322	

<p>Goal 3.2: Geographical Context</p>	<p>7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).</p>	<p>Ecce Romani provides many illustrative Maps and includes the geographical perspective in several of its readings. SE: Maps xiv, 1, 12, 80, 126, 207, 245, 310 SE: Readings 124-129, 245-247, Multicultural Tradition 312-322</p>	
<p>Goal 3.3: Cultural Context</p>	<p>7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).</p>	<p>Ecce Romani provides regular analysis of the culture of ancient Rome and its many territories in the sections Roman Life and Frontier Life, as well as several chapter background readings. SE: 7-9, 16-18, 39, 54-55, 61, 93-95, 102-104, 113-115, 137-138, 145-147, 163, 171-173, 179-180, 189, 203-205, 217-221, 232-235, 244, 262-264, 271, 281-284, 285, 293, 299-303</p>	