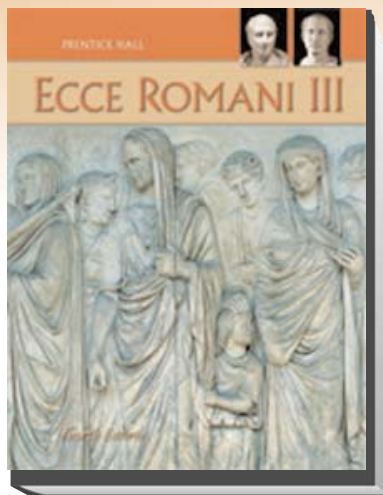


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C O R R E L A T E D T O
Humanities -World Languages: Level 3-4
Idaho Content Standards 1, 2 and 3 for
Grades 7-12

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for

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Idaho Content Standards Humanities: World Language; Level 3 – grades 7-12

Standard 1: Acquisition and use of language

Comprehend and communicate in the target language through listening reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

The study of Classical Latin is primarily concerned with the interpretation of texts and with historical and cultural understanding. This interpretive mode is most important, and instruction in Classical Latin at the advanced level uses only English to interpret and analyze the readings. There is no instruction in conversation as there exist no native speakers of Latin. Presentations are generally in English and the focus is upon the literary texts, the historical and cultural issues, as well as the oral reading of the literary texts. Level 3 students will read passages of original Latin, abridged but not adapted or simplified. In addition, the advanced student should be able to analyze the historical and cultural significance of the readings. Grammatical review, the completion of some finer points of syntax, and the enlargement of vocabulary will enhance the student's ability to read authentic Latin literature.

Goals:	Objectives	Yes	No
<p>Goal 1.1: Listening</p>	<p>7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.</p>	<p>Vocabularies are provided on the facing page for each reading selection. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 198, 200, 202, 206, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 242, 244, 246, 248, 250, 252, 254, 256, 258, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304</p>	

<p>7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.</p>	<p>Comprehension Questions in English engage the student in extended discussion concerning the Latin text. SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305</p>	
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7-12.WL3.1.1.3 Gather key information from longer passages.

Each selection of authentic Latin is read aloud for comprehension, oral translation into English and/or discussion of its theme as directed by the **Comprehension Questions**. Students learn to summarize, interpret and analyze selections for style and content.

SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305

<p>7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).</p>	<p>Each selection of authentic Latin is read aloud for comprehension, oral translation into English and/or discussion of its theme as directed by the Comprehension Questions. Students learn to summarize, interpret and analyze selections for style and content.</p> <p>SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305</p>	
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	7-12.WL3.1.1.5 Comprehend authentic speech.	<p>Each selection of authentic Latin is read aloud for comprehension, oral translation into English and/or discussion of its theme as directed by the Comprehension Questions. Students learn to summarize, interpret and analyze selections for style and content.</p> <p>SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305</p>	
Goal 1.2: Speaking	7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.		
	7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).		

	<p>7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).</p>	<p>Ecce Romani is designed to lead the student naturally into directed discussions surrounding the Themes of its six parts. SE: Part I – The End of the Republic and the Establishment of the Principate, 3-52; Part II Writers of the Late Republic, 53-138; Part III Violence and Civil War in the Late Republic, 139-187; Part IV Emperor and Empire, 189-217; Part V Poets in the Age of Augustus, 219-283; Part VI Two Authors of the Early Empire, 285-306</p>	
<p>Goal 1.3: Reading</p>	<p>7-12.WL3.1.3.1 Acquire new vocabulary through reading.</p>	<p>Running Vocabularies and Notes are provided on the facing page for each reading selection. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 198, 200, 202, 206, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 242, 244, 246, 248, 250, 252, 254, 256, 258, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304</p>	

	7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.	Key elements of authentic Latin texts are presented in the Questions for Thought and Discussion . SE: 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306	
Goals:	Objectives	Yes	No
Goal 1.3: Reading	7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).	Level 3 students should be able to read and translate into English the Readings which form the basis of each chapter. SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305	

7-12.WL3.1.3.4 Read and comprehend extended narratives.

Level 3 students should be able to read and comprehend what they have read.

The **Comprehension Questions** specifically address this goal.

SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305

Goal 1.4: Writing	7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.	At the third level of a classical language, composition is superseded by analysis of the context, nuance and literary qualities of the Readings. The Reading Notes component provides students with notes on grammar and syntax, figures of speech, and literary style. SE: 15, 17, 26, 27, 28, 30, 31, 41, 42, 57, 59, 61, 63, 69, 71, 72, 73, 76, 79, 87, 88, 89, 92, 95, 99, 100, 103, 105, 111, 115, 116, 121, 133, 153, 158, 162, 164, 165, 166, 175, 183, 185, 201, 207, 209, 213, 217, 220, 221, 222, 223, 227, 236, 272, 280	
	7-12.WL3.1.4.2 Incorporate all acquired tenses	The Building the Meaning component trains students to review and incorporate all acquired verb forms into their oral and written translation. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240	

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

*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 the third year should be able to deal with the nuances of the subjunctive mood, more complex sentences and the enlarged vocabulary of original Latin.*

Goals:	Objectives	Yes	No
Goal 2.1: Analysis of Language Elements and Products	7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.	<p>In this third level text, Ecce Romani separates the vocabulary for each selection, placing it on the facing page rather than directly below the Latin. This arrangement encourages the student to infer the meaning of many words and to concentrate upon the structure and meaning of the whole sentence.</p> <p>SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 198, 200, 202, 206, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 242, 244, 246, 248, 250, 252, 254, 256, 258, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304</p>	
	7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned.	<p>The refinement of grammar and syntax is addressed in the Building the Meaning component.</p> <p>SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240</p>	

<p>7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.</p>	<p>In a classical language this comparison between native and target languages is done through the process of translation. SE: 13, 15, 17, 19, 25, 27, 29, 31, 37, 39, 41, 43, 47, 49, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 127, 129, 131, 133, 141, 143, 145, 147, 151, 153, 155, 157, 159, 163, 165, 167, 169, 171, 175, 177, 179, 181, 183, 185, 187, 193, 195, 197, 199, 201, 203, 207, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 243, 245, 247, 249, 251, 253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 289, 291, 293, 295, 297, 299, 301, 303, 305</p>	
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	<p>7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.</p>	<p>The Notes component allows students to predict the meaning of a word based upon its origin and its use in context. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 198, 200, 202, 206, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 242, 244, 246, 248, 250, 252, 254, 256, 258, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304</p>	
<p>Goal 2.2: Modification and Manipulation of Language Elements and Products</p>	<p>7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).</p>	<p>The use of authentic classical sources for student analysis is extensively addressed in the Readings. SE: Julius Caesar and commentary, 83-108; Catullus and love poetry, 109-124; Cicero and essay, 125-133; Vergil and epic poetry, 221-239; Horace and lyric poetry, 241-259; Ovid and mythology, 261-283</p>	

	7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).	Complex social objectives are specifically addressed. SE: The Late Republic, 13-31; The Fall of the Republic, 37-43; A Corrupt Governor, 55-65; A Political Murder, 139-171; Augustus, 193-203; An Emperor's Daughter, 205-211	
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Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

*The civilizations of Classical Greece and Rome form the basis for much of our western culture. **Ecce Romani III** has selected original Latin readings taken from the most exciting of periods in Roman History. Caesar, Cicero, and Augustus are all main characters in the drama portrayed by the reading selections and the culture of their time is backdrop for this action. The texts are regularly supplemented by **Historical** and **Cultural Readings** in English.*

Goals:	Objectives	Yes	No
Goal 3.1: Historical Context	7-12.WL3.3.1.1 Examine selected historical figures and events in depth.	This objective is best addressed in the Historical and Cultural readings: SE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 189-191, 205, 219, 241, 261, 285-287	
	7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.	Students use historical context to interpret the persuasive oratory of Cicero, the propaganda of Augustus, and the satire of Petronius. SE: 55-79, 151-159, 189-204, 285-295	
Goal 3.2: Geographical Context	7-12.WL3.3.2.1 Discuss geography in context of class themes.	Geographical context for both ancient and modern worlds is provided by the Maps component. SE: 18, 23, 140, 147, 270, 298	

Goal 3.3: Cultural Context	7-12.WL3.3.3.1 React to current events in the target language.	<p>Ecce Romani has chosen reading selections with particular relevance to current events. These are supplemented by the Historical and Cultural Readings.</p> <p>SE: Part I Republic and Principate, 3-5; Part II Writers of the Late Republic, 53; 66-67, 80-82, 109, 124; Part III Violence and Civil War in the Late Republic, 139, 173; Part IV Emperor and Empire 189-191, 205; Part V Poets in the Age of Augustus 219, 241, 261; Part VI Two Authors of the Early Empire 285-287</p>	
	7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.	<p>Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter. In addition, there is the excellent Ecce Romani III Student Home Page/KET website and activities in Ecce Romani Teachers' Corner</p>	