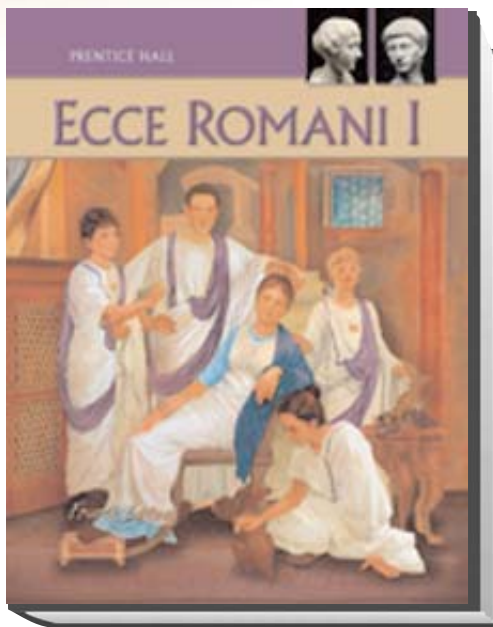


# Prentice Hall

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C O R R E L A T E D T O  
North Carolina Course of Study for Latin I

**SAVVAS**

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<b>SECOND LANGUAGES :: 2004 :: LATIN :: LATIN I</b>	
<b>LATIN I</b>	
Latin I is an introduction to the study of the Latin language and Greco-Roman culture. It encourages students to learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.	
<b>COMPETENCY GOAL 1:</b>	
<b>COMMUNICATION - The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.</b>	
<b>Objectives</b>	
<b>1.01</b> Read and demonstrate understanding of words, phrases, and simple sentences in context.	Reading and comprehension of graded passages in a narrative context form the core of the <b>Readings</b> component. <b>SE/TE:</b> 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.
<b>1.02</b> Demonstrate reading comprehension by answering simple questions in Latin or English about short Latin passages.	Students demonstrate their comprehension of the Latin passages by answering questions posed in Latin in the <b>Responde Latine</b> component. <b>SE/TE:</b> 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.
<b>1.03</b> Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.	A running <b>Vocabulary</b> component accompanies each passage. <b>SE/TE:</b> 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. Inflections and syntax are regularly addressed in the <b>Forms</b> and <b>Building the Meaning</b> components. <b>SE/TE:</b> 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. All declensions, conjugations and syntax are then reviewed in the <b>Appendix</b> section. <b>SE/TE:</b> 267-273.
<b>1.04</b> Recognize and reproduce the sounds of Latin.	The sounds of Latin are specifically addressed in <b>Pronunciation of Latin</b> . <b>SE/TE:</b> 287-288.
<b>1.05</b> Demonstrate understanding of simple oral or written Latin statements and/or commands.	Greetings, commands and simple questions are addressed. <b>SE/TE:</b> 13, 19, 39, 74.

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<b>1.06</b> Interact orally and/or in writing using simple Latin phrases and/or sentences.	Students interact orally or in writing with the Latin questions posed in the <b>Responde Latine</b> component. <b>SE/TE:</b> 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.
<b>1.07</b> Write simple phrases or sentences in Latin.	Regular <b>English-to-Latin</b> exercises address this objective. <b>SE/TE:</b> 5, ex. 1c; 9, ex. 2d; 15, ex. 3e; 21, ex. 4d; 27, ex. 5d; 35, ex. 6d; 40, ex. 7c; 57, ex. 8d; 66, ex. 9d; 82, ex. 11d; 99, ex. 13c; 108, ex. 14f; 129, ex. 17d; 163, ex. 20e; 176, ex. 21c; 190, ex. 22e; 202, ex. 23c; 219, ex. 24e; 256, ex. 27d.
<b>COMPETENCY GOAL 2:</b>	
<b>CULTURES - The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.</b>	
<b>Objectives</b>	
<b>2.01</b> Identify patterns of behavior or interaction within the Greco-Roman culture.	Students identify patterns of Roman family and daily life and social structures in the <b>Roman Life</b> component. <b>SE/TE:</b> 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.
<b>2.02</b> Participate in activities and experience customs and traditions of the Greco- Roman culture.	Activities should be based upon the customs and traditions inherent in the story line of the <b>Readings</b> component. <b>SE/TE:</b> 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.
<b>2.03</b> Identify major geographical features, cities, and regions of the Greco-Roman world using print, non-print, electronic resources, multimedia tools, and cultural artifacts.	Geography is specifically addressed by the <b>Maps</b> component of the text. <b>SE/TE:</b> xiii, xvi, 1, 28, 99, 125, 154, 169, 194, 206, 208, 217, 237, 244. The <i>Ecce Romani</i> website <b>PHSchool.com</b> provides a complete supplement of information and activities.
<b>2.04</b> Identify important people, events and achievements of the Greco-Roman world using print, non-print, electronic resources, and cultural artifacts.	Important people and events are highlighted in the <b>History</b> component. <b>SE/TE:</b> 168-171, 216-218, 244-247. These are supplemented by the <b>PHSchool.com</b> website
<b>2.05</b> Describe perspectives and practices of daily life in the Greco-Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.	Practices and products of Roman culture have been regularly included in a variety of readings, diagrams and <b>Plates</b> . <b>SE/TE:</b> 4, 30, 35, 48, 51, 55, 60, 66, 68, 76, 112, 124, 153, 163, 179, 180, 202, 207-209, 230-233. These are supplemented by the <b>PHSchool.com</b> website

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<b>2.06</b> Collect examples of cultural diversity in the Greco-Roman world.	The cultural diversity of the Greco-Roman world is highlighted in the <b>Frontier Life</b> component. <b>SE/TE:</b> 193-195, 215-217, 220-221.
<b>COMPETENCY GOAL 3:</b>	
<b>CONNECTIONS - The student will relate Latin and the Greco- Roman world to other disciplines.</b>	
<b>Objectives</b>	
<b>3.01</b> Recognize the importance of Latin in the specialized vocabulary of other disciplines.	Use of Latin in the professions and the community are addressed in the <b>Word Study</b> component. <b>SE/TE:</b> 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261.
<b>3.02</b> Recognize and comprehend the use of explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.	The plots and themes of Greco-Roman myths are the focus of the <b>Myth</b> component. <b>SE/TE:</b> 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221
<b>3.03</b> Identify similarities and differences in ancient and contemporary cultures, using an initial understanding of topics, such as daily life, home and family structures, basic geography and government.	Connections between Roman life daily life and culture may be made in the <b>Roman Life</b> component. <b>SE/TE:</b> 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.
<b>3.04</b> Gain awareness of the impact and the historical continuity of the Latin language and Greco-Roman civilization on subsequent cultures.	The impact of the Latin language on subsequent cultures is addressed in the <b>Word Study</b> component. <b>SE/TE:</b> 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261.
<b>3.05</b> Demonstrate orally and in writing an understanding of how information, skills and learning strategies of the Latin class transfer to other disciplines.	The skills of contextualization, synthesis, and word and phrase analysis are developed in the reading and translation activities of the <b>Readings</b> component. <b>SE/TE:</b> 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.
<b>COMPETENCY GOAL 4:</b>	
<b>COMPARISONS - The student will develop insight into the English language and their own culture through the study of Latin and the Greco- Roman world.</b>	
<b>Objectives</b>	
<b>4.01</b> Recognize common Latin roots, prefixes and suffixes and their role in the vocabulary of English and other languages.	The <b>Word Study</b> component trains the student to recognize common Latin roots, prefixes and suffixes in English as well as the Romance languages. <b>SE/TE:</b> 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261

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<b>4.02</b> Identify the sound patterns of Latin and compare them to those of English.	The sounds of Latin are specifically addressed in <b>Pronunciation of Latin</b> . <b>SE/TE:</b> 287-288. The patterns of pronunciation are best addressed by an oral reading of the passages. <b>SE/TE:</b> 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.
<b>4.03</b> Identify similarities and differences in the structural patterns of Latin and English.	Comparisons of the structural patterns of Latin and English are addressed in the <b>Building the Meaning</b> component. <b>SE/TE:</b> 4-5, 8, 20-21, 26-27, 34-35, 64, 72, 80, 83, 90-92, 100-101, 115-117, 120-122, 139-140, 150-152, 161-163, 189-192, 200, 212-213, 229, 252.
<b>4.04</b> Recognize similarities & differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.	Comparison of the Latin writing system with English and its use in authentic inscriptions address this objective. <b>SE/TE:</b> xiv-xv, 222, 258, 287-288
<b>4.05</b> Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	The complexity of transference between languages is clearly brought out in the process of translation of the reading passages of the <b>Readings</b> component. <b>SE/TE:</b> 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.
<b>4.06</b> Identify connections between Latin and English by recognizing cognates, derivatives and loan words.	Cognates, derivatives and loan words are all addressed in the <b>Word Study</b> component. <b>SE/TE:</b> 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261
<b>4.07</b> Develop an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and the student's culture(s).	Comparisons of cultural differences are easily made by using the <b>Roman Life</b> component. <b>SE/TE:</b> 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.
<b>4.08</b> Examine similarities & differences in the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s).	Cultural traditions and celebrations, particularly of family life are highlighted in the <b>Roman Life</b> component. <b>SE/TE:</b> 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.
<b>4.09</b> Gain awareness of the influence of Latin and Greco-Roman culture on the development of the student's culture(s).	The influence of Latin and Greco-Roman culture on the students' culture may be discovered using the <b>Roman Life</b> component. <b>SE/TE:</b> 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.

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<b>COMPETENCY GOAL 5:</b>	
<b>COMMUNITIES - The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.</b>	
<b>Objectives</b>	
<b>5.01</b> Recognize the influence of Latin and Greco-Roman culture within the school.	The influence of Latin and Greco-Roman culture is addressed in the <b>Roman Life</b> component. <b>SE/TE:</b> 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. In addition, the <b>History</b> component offers important basics for our modern government and community systems. <b>SE/TE:</b> 168-171, 216-218, 244-247.
<b>5.02</b> Explore Latin and Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.	Classical influences are easily explored through tracing the force of classical mythology and contemporary literature and art beginning with the <b>Myth</b> component. <b>SE/TE:</b> 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221. In addition, the <b>Plates</b> component of ancient art and western paintings based upon ancient art enables students to compare these with the plots and themes of mythology. <b>SE/TE:</b> 4, 30, 35, 48, 51, 55, 60, 66, 68, 85, 86, 110, 111, 117, 141, 143, 155, 170, 193, 216, 246.
<b>5.03</b> Perform and/or participate in a school or community performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions, etc.)	Performances and celebrations, as well as <b>Certamen</b> competitions sponsored by the <b>National Junior Classical League</b> generally require a working knowledge of <b>Roman Life</b> , <b>History</b> and <b>Myth</b> components. <b>SE/TE:</b> 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; <b>SE/TE:</b> 168-171, 216-218, 244-247; <b>SE/TE:</b> 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221.
<b>5.04</b> Recognize similarities and differences in diverse cultures of the Greco-Roman world and the modern world.	The cultural diversity of the Greco-Roman world is highlighted in the <b>Frontier Life</b> component. <b>SE/TE:</b> 193-195, 215-217, 220-221.

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