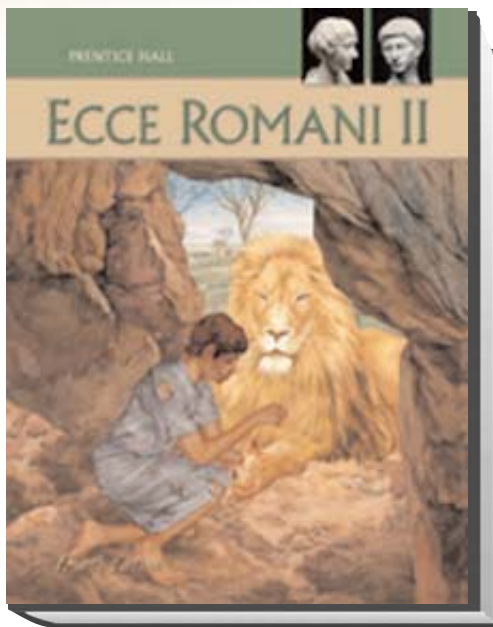


# Prentice Hall

## *Ecce Romani II* © 2009



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

**SAVVAS**

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<b>SECOND LANGUAGES :: 2004 :: LATIN :: LATIN II</b>	
<b>LATIN II</b>	
<p>Students enrolled in Latin II have either successfully completed the level I course at the high school or have placed out of level I, due to previous Latin language study in the middle grades. This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the 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.</p>	
<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>	
<p><b>1.01</b> Read and demonstrate comprehension of a variety of adapted Latin passages.</p>	<p>Reading and comprehension of graded passages in a narrative context form the core of the <b>Readings</b> component.  <b>SE/TE:</b> 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><b>1.02</b> Demonstrate reading comprehension of Latin passages of increasing length and complexity by responding in Latin or English.</p>	<p>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, 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><b>1.03</b> Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.</p>	<p>A running <b>Vocabulary</b> component accompanies each passage.  <b>SE/TE:</b> 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.            Inflections and syntax are regularly addressed in the <b>Building the Meaning</b> component.  <b>SE/TE:</b> 5-6, 13-14, 23, 34-36, 50-51, 64-65, 72-73, 91-92, 118-122, 133-134, 153-154, 166-167, 176-178, 200-202, 214-216, 226-227, 240-242, 256-257, 260-261, 268-270, 278-280, 288-289, 296-298.            All declensions, conjugations and syntax are then reviewed in the <b>Forms and Reference Grammar</b> section.  <b>SE/TE:</b> 323-368.</p>

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<b>1.04</b> Read aloud a simple Latin passage with appropriate Latin pronunciation.	Reading aloud the Latin passages of the <b>Readings</b> component is the best practice of pronunciation and appropriate inflection. <b>SE/TE:</b> 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.
<b>1.05</b> Demonstrate understanding of increasingly complex oral or written Latin questions, statements and/or commands.	Students demonstrate their understanding of increasingly complex Latin questions by the graded difficulty of the <b>Responde Latine</b> component. <b>SE/TE:</b> 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.
<b>1.06</b> Write phrases or sentences of increasing length and complexity in Latin.	<b>English-to-Latin</b> exercises address this objective. <b>SE/TE:</b> 15, 25, 38, 45, 68, 77, 101, 112, 122, 144, 154, 170, 202, 216, 231, 242, 270, 289, 298.
<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> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.
<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, 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.
<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> xiv, 1, 12, 80, 126, 207, 245, 310. 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 and show the contribution to the student's own and other cultures 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> 26-29, 78-81, 124-127, 207-211, 245-247, 272-273. These are supplemented by the <b>PHSchool.com</b> website

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<b>2.05</b> Investigate perspectives and practices of daily life in the Greco-Roman culture using print, non-print, and/or electronic resources, 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> 6-7, 9, 27, 28, 39, 45, 58, 64, 78, 81, 93, 110, 124, 127, 129, 138, 179, 181, 187, 209, 210, 211, 223, 262, 272, 281, 282, 284, 291, 313, 314, 317. These are supplemented by the <b>PHSchool.com</b> website
<b>2.06</b> Discuss the role of cultural diversity in the Greco-Roman world.	The <b>Frontier Life</b> and the <b>Multicultural Tradition</b> components address cultural diversity in the Roman world. <b>SE/TE:</b> 93-95, 145-147, 245-247, 312-321.
<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> Apply knowledge of common Latin and Greek roots and prefixes/suffixes in the specialized vocabulary of various fields.	The use of common Latin and Greek roots in the professions is addressed in the <b>Word Study</b> component. <b>SE/TE:</b> 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
<b>3.02</b> Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature, the arts, and other disciplines.	Literature and mythology are addressed in Ovid's <i>Metamorphoses</i> , highlighted in the <b>Myth</b> component. <b>SE/TE:</b> 187-188. In addition, connections to history and literature are addressed within the <b>History</b> component. <b>SE/TE:</b> 26-29, 78-81, 124-127, 207-211, 245-247, 272-273.
<b>3.03</b> Explore similarities and differences in ancient and contemporary cultures using an understanding of topics such as social institutions, technology, political and military structures.	The <b>Roman Life</b> component addresses ancient and contemporary cultures on social and political structures and institutions. <b>SE/TE:</b> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301. In addition, the <b>Frontier Life</b> and the <b>Multicultural Tradition</b> components address the far flung cultures of the Roman world. <b>SE/TE:</b> 93-95, 145-147, 245-247, 312-321.
<b>3.04</b> Explore the impact of historical continuity of the Latin language and Greco- Roman civilization on subsequent cultures.	Latin as the basis for the five Romance languages, as well as its relationship with English is included in the <b>Word Study</b> component. <b>SE/TE:</b> 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.

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<b>3.05</b> Apply information, skills and learning strategies from the Latin class 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, 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.
<b>3.06</b> Communicate and integrate information, skills, and learning strategies in the Latin class that are common to other disciplines.	The <b>Original Texts</b> component asks the student to apply lessons learned in English, history and social studies classes in order to interpret the authentic Latin authors within their literary and historical context. <b>SE/TE:</b> 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303.
<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> Apply knowledge of common Latin and Greek roots, prefixes and suffixes 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> 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
<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 <i>Ecce Romani</i> level One in the <b>Pronunciation of Latin</b> . In Level Two, the patterns of pronunciation are best addressed by an oral reading of the passages. <b>SE/TE:</b> 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.
<b>4.03</b> Examine 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> 5-6, 13-14, 23, 34-36, 50-51, 64-65, 72-73, 91-92, 118-122, 133-134, 153-154, 166-167, 176-178, 200-202, 214-216, 226-227, 240-242, 256-257, 260-261, 268-270, 278-280, 288-289, 296-298.
<b>4.04</b> Examine similarities and differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.	This objective is best discussed in the <b>Original Texts</b> component, where the student works with authentic Latin texts. <b>SE/TE:</b> 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303.

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<b>4.05</b> Demonstrate orally and in writing an understanding of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.	The difficulty and complexity of transferring meaning directly from one language to another is best addressed by the reading and translation activities of the passages in the <b>Readings</b> component. <b>SE/TE:</b> 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.
<b>4.06</b> Examine 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> 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
<b>4.07</b> Demonstrate an appreciation of cultural differences by investigating 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> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.
<b>4.08</b> Compare and contrast the cultural traditions and celebrations in the Greco- Roman world to 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> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.
<b>4.09</b> Demonstrate 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> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.
<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> Share, exchange and present information about the influence of Latin and Greco-Roman culture to others in the school and extended community using presentational technology.	Technology, such as PowerPoint, is appropriate for student presentation of projects highlighting the influence of Latin and Greco-Roman culture as addressed in the <b>Roman Life</b> component. <b>SE/TE:</b> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301. In addition, the <b>History</b> component offers important basics for our modern government and community systems. <b>SE/TE:</b> 26-29, 78-81, 124-127, 207-211, 245-247, 272-273.

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<b>5.02</b> Evaluate Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.	Art, both original and that inspired by the art of the Greco-Roman world, is addressed by the many <b>Plates</b> . <b>SE/TE:</b> 6-7, 9, 27, 28, 39, 45, 58, 64, 78, 81, 93, 110, 124, 127, 129, 138, 179, 181, 187, 209, 210, 211, 223, 262, 272, 281, 282, 284, 291, 313, 314, 317. In addition the resources of <b>PHSchool.com</b> address this objective.
<b>5.03</b> Participate in the community of classical scholars in cultural events, contests, lectures and scholarships at levels appropriate to the student. (e.g. SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)	Cultural performances and the <b>Certamen</b> competitions sponsored by the <b>National Junior Classical</b> League generally require a working knowledge of <b>Roman Life, History</b> and <b>Myth</b> components. <b>SE/TE:</b> 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301; <b>SE/TE:</b> 26-29, 78-81, 124-127, 207-211, 245-247, 272-273; <b>SE/TE:</b> 187-188.
<b>5.04</b> Compare and contrast cultural diversity in the Greco-Roman world with today's multi-cultural society.	The cultural diversity of the Greco-Roman world is addressed at length <b>Frontier Life</b> and <b>Multicultural Tradition</b> components. <b>SE:</b> 93-95, 145-147, 245-247, 312-321.

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