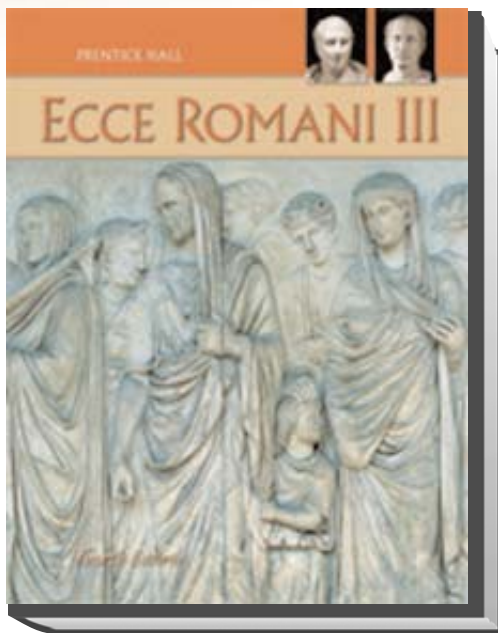


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C O R R E L A T E D T O
North Carolina Course of Study for Latin III

SAVVAS

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SECOND LANGUAGES :: 2004 :: LATIN :: LATIN III	
LATIN III	
<p>Students enrolled in Latin III have either successfully completed the Latin I and II courses at the high school or have placed out of Latin I, due to previous Latin language study in the middle grades. This course focuses on advanced Latin grammar skills. It also introduces the study of Latin literature and emphasizes the process of reading authentic Latin texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture, by examining the interrelationship of these cultures, and applying their knowledge and skills inside and outside the classroom setting.</p> <p>Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.</p> <p><i>Note: The objectives for Latin III are written at the honors level; therefore this course is assigned to category H (1 point).</i></p>	
COMPETENCY GOAL 1:	
COMMUNICATION - The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.	
Objectives	
<p>1.01 Read and demonstrate comprehension of a variety of adapted and authentic Latin passages.</p>	<p>All translation passages in the third level are taken from Readings of original, unadapted Latin authors.</p> <p>SE/TE: 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>
<p>1.02 Demonstrate reading comprehension by interpreting the meaning of a variety of Latin passages in English.</p>	<p>Students demonstrate their comprehension by the Reading Comprehension component that accompanies each passage.</p> <p>SE/TE: 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>1.03 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the student's reading level.</p>	<p>A complete Latin to English Vocabulary is provided. SE/TE: 331-351 All inflections, declensions and conjugations occurring in the Readings are compiled in the Forms component. SE/TE: 32, 44, 312-330. Syntax is developed appropriate to the reading level in the Building the Meaning component. SE/TE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.</p>
<p>1.04 Read aloud a Latin passage of increasing length and complexity demonstrating self-correction in pronunciation.</p>	<p>All of the Readings are intended to be read aloud with proper inflection. SE/TE: 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. In addition the reading aloud of Latin poetry is specifically highlighted in The Meters of Roman Poetry. SE/TE: 308-311</p>
<p>1.05 Recognize some figures of speech and stylistic features of a chosen author or authors.</p>	<p>Figures of speech are specifically addressed. SE/TE: 27, 307. Figures of speech and other stylistic devices are also included in the extensive Reading Notes component. SE/TE: 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.</p>
<p>1.06 Write phrases and sentences of increasing length and complexity in Latin.</p>	<p>At the third level, the refinement of translation skills supersedes writing and composition. The Exercises component provides students with just this sort of syntactical analysis and translation practice. SE/TE: 21, 22, 35, 45, 51, 97, 118, 119, 149, 161, 172.</p>

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COMPETENCY GOAL 2:	
CULTURES - The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.	
Objectives	
2.01 Compare and contrast patterns of behavior or interaction within the Greco- Roman culture.	The influence of Greco-Roman culture is provided in the Background Readings SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.
2.02 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the Greco-Roman culture.	Activities should be based upon the customs and traditions, such as oratory, law, military and political history inherent in the passages of the Readings component. SE/TE: 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.
2.03 Examine Roman literature and arts in order to understand the cultural practices and perspectives of the Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.	The connection of Roman literature and art is extensively addressed in many of the genre-based passages. SE/TE: 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; Petronius and satire, 285-286, 288-295.
2.04 Compare and contrast geographical features of the Greco-Roman world to show their relationship to the culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.	Geographical context for both ancient and modern worlds is provided by the Maps component. SE/TE: 18, 23, 140, 147, 270, 298. In addition, the <i>Ecce Romani</i> website PHSchool.com provides a complete supplement of information and activities.
2.05 Discuss the influence of important people, events, and achievements of the Greco-Roman culture on their own and other cultures using print, non-print, electronic resources, and cultural artifacts.	The Readings and the Background Readings are theme based and deal with major historical and cultural events which helped determine the course of modern civilization. SE/TE: The Fall of the Republic, 37-43; The Principate of Augustus, 47-49; Roman Oratory, 67; Roman Army, 83-95; Imperial Propaganda, 190; Roman Satire, 289-295. The website PHSchool.com provides a supplement of historical and cultural activities.

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2.06 Draw inferences about perspectives and practices of daily life in the Greco- Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.	Daily living patterns of Greco-Roman culture are addressed for comparison in the theme-based passages. SE/TE: Customs of the Gauls, 99-108; Catullus and love and society, 109-124; Cicero on Friendship 125-133; An Exceptional Wife, 173-181; An Emperor’s Daughter, 205-211; The Death of Pliny the Elder, 287, 297-305.
2.07 Draw inferences about the role of cultural diversity in the Greco-Roman world.	Cultural diversity is presented in the theme-based readings. SE/TE: Customs of the Gauls 99-108, A Roman Looks At Cleopatra 183-187, The Millionaire 289-295
COMPETENCY GOAL 3:	
CONNECTIONS - The student will relate Latin and the Greco- Roman world to other disciplines.	
Objectives	
3.01 Predict the different technical meanings of the specialized vocabulary of other disciplines, using the knowledge of Greek and Latin roots, prefixes, and suffixes.	The Notes component allows students to apply Latin roots, prefixes and suffixes to modern specialized vocabulary, especially in law, government, medicine, and science. SE/TE: 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.
3.02 Analyze implicit and explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.	The reading and analysis of Ovid’s <i>Metamorphoses</i> provides the ideal sourcebook for the use of myth in literature and the arts. SE/TE: 261-283
3.03 Compare and contrast ancient and contemporary cultural products and perspectives using independent research employing print, non-print, electronic materials, and cultural artifacts.	An extensive series of the Plates and their explanations exhibit products and perspectives typical of Greco-Roman culture. SE/TE: 2, 34, 37, 38, 39, 40, 41, 45, 49, 52, 59, 63, 65, 71, 75, 80, 81, 82, 84, 87, 89, 91, 93, 100, 101, 103, 108, 114, 119, 121, 127, 138, 142, 143, 149, 153, 155, 157, 158, 167, 168, 169, 175, 177, 185, 187, 188, 190, 191, 193, 195, 197, 201, 203, 205, 213, 218, 233, 245, 249, 257, 263, 269, 273, 284, 286, 291, 301. In addition, the website PHSchool.com provides supplemental historical and cultural materials.

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3.04 Make inferences and draw conclusions about the impact of the historical continuity of the Latin language and Greco-Roman civilization on subsequent civilizations, using independent research employing print, non-print, electronic materials, and cultural artifacts.	Students use the Background Readings as a starting point to trace the influence of Latin and Greco-Roman civilization on subsequent civilizations, particularly our own. SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.
3.05 Apply information, skills, and learning strategies from the Latin class to other disciplines.	The connection of Roman literature and art to other disciplines is extensively addressed in many of the genre-based passages. SE/TE: 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; Petronius and satire, 285-286, 288-295.
3.06 Utilize information, skills, and learning strategies in the Latin class that are common to other disciplines.	The component Questions for Thought and Discussion asks the student to use information and skills developed in English, social studies, history and art classes to the analysis of the Latin passages. SE/TE: 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306.
COMPETENCY GOAL 4:	
COMPARISONS - The student will develop insight into the English language and their own culture through the study of Latin and the Greco- Roman world.	
Objectives	
4.01 Predict the meaning of the vocabulary of English and other languages based on knowledge of common Latin and Greek roots, prefixes and suffixes.	The Notes component contains the Latin roots, along with prefixes and suffixes, needed to predict and analyze English and Romance language derivatives. SE/TE: 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.

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<p>4.02 Demonstrate an understanding of the sound patterns of Latin in various literary genres and compare them to those of English.</p>	<p>The sound patterns of Latin prose, oratory and poetry are all addressed by practice in reading aloud of the Readings component. Translation of this same component creates the comparison with the sounds and inflections of English. SE/TE: 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>
<p>4.03 Compare and contrast orally and in writing increasingly complex structural patterns of Latin and of English.</p>	<p>Students compare and contrast the structural patterns of Latin and English in the Building the Meaning component. SE/TE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.</p>
<p>4.04 Investigate similarities and differences of various literary genres in Latin and English, using adapted and original texts.</p>	<p>Comparison of literary genres in Latin and English is extensively addressed by the use of original unadapted texts. SE/TE: 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; Petronius and satire, 285-286, 288-295.</p>
<p>4.05 Demonstrate understanding orally and in writing of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.</p>	<p>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 Readings component. SE/TE: 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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4.06 Demonstrate an understanding of the connections between Latin and English by recognizing cognates, derivatives and loan words.	English derivatives, cognates and loan words are best identified and studied using the extensive Notes component. SE/TE: 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.
4.07 Demonstrate an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and their own culture(s), discovered through independent research and reading of adapted and original texts.	Comparison of similarities and differences between Greco-Roman culture and our own is best addressed through the Background Readings . SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.
4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s), discovered through independent research and reading of adapted and original texts.	Used as an introduction to the original texts, the Background Readings compare the ancient and modern cultural patterns and traditions. SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.
4.09 Give examples of the influence of Latin and Greco-Roman culture on the development of the student's culture(s), discovered through independent research and reading of adapted and original texts.	The component Questions for Thought and Discussion asks the student to discover through the original Latin text the influence of Latin and Greco-Roman civilization on his own culture. SE/TE: 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306.
COMPETENCY GOAL 5:	
COMMUNITIES - The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.	
Objectives	
5.01 Share, exchange and present information about the influence of Latin and the Greco-Roman culture to others in the school and extended community.	Students present and share information concerning the influence of Greco-Roman culture using the Background Readings as a basis. SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.

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<p>5.02 Communicate knowledge of Greco-Roman influences throughout the global community using presentational technology such as power point and various multi-media resources.</p>	<p>Students may begin their presentations on ancient art, architecture, and all other influences of Greco-Roman culture using the extensive series of the Plates as their starting place. SE/TE: 2, 34, 37, 38, 39, 40, 41, 45, 49, 52, 59, 63, 65, 71, 75, 80, 81, 82, 84, 87, 89, 91, 93, 100, 101, 103, 108, 114, 119, 121, 127, 138, 142, 143, 149, 153, 155, 157, 158, 167, 168, 169, 175, 177, 185, 187, 188, 190, 191, 193, 195, 197, 201, 203, 205, 213, 218, 233, 245, 249, 257, 263, 269, 273, 284, 286, 291, 301. In addition, the website PHSchool.com provides a gateway to the global community of scholars who are themselves presenting and discussing these issues.</p>
<p>5.03 Perform and/or participate in a school or community lecture, performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions.)</p>	<p>Cultural performances and the Certamen competitions sponsored by the National Junior Classical League generally require a working knowledge of the authors, literary genres, historical and cultural background presented in the original texts and their Background Readings. SE/TE: 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; Petronius and satire, 285-286, 288-295. SE/TE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287.</p>
<p>5.04 Demonstrate from the study of Greco-Roman culture the ways in which cultural diversity has been part of society from antiquity.</p>	<p>Cultural diversity is a hallmark of the Hellenistic and Roman worlds. This diversity is addressed in some of the theme-based passages. SE/TE: Customs of the Gauls 99-108, A Roman Looks At Cleopatra 183-187, The Millionaire 289-295</p>

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