

A Correlation of  
**Ecce Romani III**  
© 2009



To the  
**South Carolina Standards for  
World Language Proficiency  
Intermediate High (IH) Proficiency Level**

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| <b>INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL</b>  |  |
| <b>Learner Benchmark</b>   |  |
| <b>IH.IR Interpretive Reading: I can easily understand the main idea of texts related to Roman and Greek everyday life, personal interests, and studies.</b> |  |
| <b>I can sometimes follow stories and descriptions about events and experiences in various timeframes.</b>   |  |
| <b>Learning Indicator</b>  |  |
| <b>IH.IR.1</b> I can understand accounts of events or experiences.   | <b>SE:</b> Comprehension and thinking questions, 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<br><b>TG:</b> The Teacher’s Guide provides an English translation and reading notes for every selection in the student text. For examples, see the following pages: 5–6, 17–18, and 30–34. |
| <b>IH.IR.2</b> I can identify and explain author bias in Latin and Greek texts.  | <b>SE:</b> Cicero: <i>The Value of Friendship</i> , 125–133<br><b>TG:</b> Teaching Suggestions, translations, and reading notes, 72–78   |

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| <b>IH.IR.3</b> I can use prior knowledge of Roman or Greek vocabulary to figure out the meaning of unfamiliar words in complex authentic texts. | <p><b>SE:</b> There are extensive, full-page definition and language notes opposite <u>every</u> Latin passage in the book. These notes provide both basic translations of key words and phrases and also explore their etymology, contextual usage, and nuances of meaning. For examples see the following pages: 12, 14, 16, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 210, 212, 214, 216, 220, 222, 224, 226, 268, 270, 272, 274, 276, 278, 280, and 304. Also see the Latin to English Vocabulary on pages</p> <p><b>TG:</b> The Teacher’s Guide provides an English translation and reading notes for every selection in the student text. For examples, see the following pages: 38, 47–49, and 73–74.</p> |
| <b>IH.IR.4</b> I can understand how advanced Latin or Greek grammatical and syntactical structures help me understand a text.                   | <p><b>SE:</b> Building the Meaning, 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240</p> <p><b>TG:</b> The Teacher’s Guide provides answers for the Building the Meaning exercises, suggested translations, and additional explanation of key grammatical concepts. For examples, see the following pages: 8–9, 49–51, and 66–67.</p>  |

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| <p><b>Learner Benchmark</b><br/> <b>IH.II Interpretive Listening: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</b></p> <p><b>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</b></p> <p><b>I can sometimes follow what I hear about events and experiences in various timeframes.</b></p> |   |
| <b>Learning Indicator</b>   |   |
| <p><b>IH.II.1</b> I can easily understand straightforward information or interactions.</p>  | <p><b>SE:</b> For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172</p>   |
| <p><b>IH.II.2</b> I can sometimes follow short, written instructions when supported by visuals.</p>   | <p><b>SE:</b> One of the principal suggested strategies of understanding the Latin texts is the division of longer, complex sentences into shorter sense units. Students are taught to divide sentences according to structural components and then analyze the meaning of accordingly. Explanation of this strategy and the use of sentences patterns can be found on pages 10–11.</p> <p><b>TG:</b> The Teaching the Text article at the front of the Teacher’s Guide on pages xii–xiv reinforces the use of sense units and reminds instructors that sense unit versions of all prose readings can be found on the program’s CD-ROM.</p> |

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| <p><b>Learner Benchmark</b><br/> <b>IH.IC Interpersonal Communication: I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.</b></p> <p><b>I can participate with ease and confidence in conversations on familiar topics.</b></p> <p><b>I can usually talk about events and experiences in various timeframes.</b></p> <p><b>I can usually describe people, places, and things.</b></p> |   |
| <b>Learning Indicator</b>   |   |
| <b>IH.IC.1</b> I can exchange information about Greek or Roman culture.   | <b>SE:</b> Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306   |
| <b>IH.IC.2</b> I can clarify my understanding of a Greek or Roman text by discussing it with another person.  | <b>SE:</b> Comprehension and thinking questions, 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 |
| <b>IH.IC.3</b> I can participate in a class discussion about Greek or Roman culture or texts.   | <b>SE:</b> Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306   |
| <b>IH.IC.4</b> I can carry out a task that requires multiple steps with a partner.  | <b>SE:</b> For related material see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240; Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306   |

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| <p><b>Learner Benchmark</b><br/> <b>IH.PS Presentational Speaking: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</b></p> <p><b>I can make some presentations on events and experiences in various timeframes.</b></p> |  |
| <b>Learning Indicator</b>   |  |
| <p><b>H.PS.1</b> I can make short presentations on Greek or Roman perspectives about a variety of topics.</p>   | <p><b>SE:</b> Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306</p>   |
| <p><b>IH.PS.2</b> I can make a presentation on something I have learned using connected sentences with many details.</p>  | <p><b>SE:</b> For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306</p>  |
| <p><b>IH.PS.3</b> I can present a point of view and provide reasons to support it.</p>  | <p><b>SE:</b> Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306</p>   |
| <p><b>IH.PS.4</b> I can tell or summarize a story using connected sentences with many details.</p>  | <p><b>SE:</b> For related material see: Comprehension and thinking questions, 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><b>Learner Benchmark</b><br/> <b>IH.PW Presentational Writing: I can write on issues related to Roman or Greek in a generally organized way.</b></p> <p><b>I can write some simple paragraphs about events and experiences in various timeframes.</b></p> |   |
| <b>Learning Indicator</b>  |   |
| <p><b>IH.PW.1</b> I can write personal communications on familiar topics using connected sentences with many details.</p>  | <p><b>SE:</b> For related material see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240</p>  |
| <p><b>IH.PW.2</b> I can write a brief persuasive argument using figures of literary style on a variety of topics.</p>  | <p><b>SE:</b> Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.</p>                 |
| <p><b>IH.PW.3</b> I can write a short analysis of a Greek or Latin text.</p>   | <p><b>SE:</b> For related material see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240</p>  |
| <p><b>IH.PW.4</b> I can write a description or explanation of a familiar topic using connected sentences with many details.</p>  | <p><b>SE:</b> Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.</p> |

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| <b>Learner Benchmark</b><br><b>I.CPP Investigation of Products and Practices: I can explain the significance of some products and practices of other cultures.</b> |  |
| <b>Learning Indicator</b>  |  |
| <b>I.CPP.1</b> I can explain the significance of Roman or Greek products designed for communication.   | <b>SE:</b> Epitaph on tomb, 108; Roman curse tablet, 119; Painting depicting letters on waxed tablets, 168; Portion of Res gestae, 193; Votive tablet, 245   |
| <b>I.CPP.2</b> I can explain the significance of Roman or Greek decorative products.   | <b>SE:</b> Bust of Caesar, 2; Greek vase of Hercules, 65; Bust of Cicero, 71; Mosaic, 75; Carving of Roman soldiers, 81; Bust of Minerva and stone relief of Mercury, 101; Roman banquet depicted on wall painting, 121; Wall painting of warship, 138; Bust of Cicero, 167; Painting depicting letters on waxed tablets, 168; Bust of Pompey, 169; Relief showing Roman wedding, 175; Sardonyx showing Roman couple, 177; Statue of Augustus, 188; Ara Pacis and Goddess Pax, 190; Greek vase painting of Persephone and Demeter, 213; Mosaic of Vergil, 218; Greek vase with Muse playing lyre, 257; Mosaic of Silenus, 263; Mosaic of Pan playing panpipes, 269; Roman banquet scene, 286 |
| <b>I.CPP.3</b> I can explain the significance of elements of Roman or Greek infrastructure.  | <b>SE:</b> Reconstruction of Temple of Mars, 38; Photograph of Temple of Hercules, 63; Layout of Roman camp, 82; Photograph of senate house, 149; Temple of Rome and Augustus, 195; Remains of Horace's Sabine farm, 249   |
| <b>I.CPP.4</b> I can explain the significance of Roman or Greek political and economic practices.  | <b>SE:</b> The Late Republic, 13–31; The Fall of the Republic, 37–43; The Principate of Augustus, 47–49; A Corrupt Governor, 55–65; A Political Murder, 139–171; Augustus, 193–203; Roman warfare, 83–95; Roman emperors, 190, 193–203; also see: Roman coins, 34, 37, 40, 41, 45, 49, 103, 158, 197, 201, 203   |



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| <b>I.CPP.5</b> I can explain the significance of Roman or Greek religious practices.   | <b>SE:</b> Ovid and mythology, 261–283; also see: Reconstruction of Temple of Mars, 38; Photograph of Temple of Hercules, 63; Greek vase of Hercules, 65; Bust of Minerva and stone relief of Mercury, 101; Ara Pacis and Goddess Pax, 190; Greek vase painting of Persephone and Demeter, 213; Relief from altar of Zeus, 233; Votive tablet, 245; Greek vase with Muse playing lyre, 257; Mosaic of Silenus, 263; Mosaic of Pan playing panpipes, 269  |
| <b>I.CPP.6</b> I can explain the significance of various aspects of Roman or Greek social life.  | <b>SE:</b> Level III of Ecce Romani, uses only original, unadapted works from the Roman world. The program divides these reading into units organized by historical and cultural themes. Some of these include the following: The Late Republic, 13-31; The Fall of the Republic, 37-43; A Corrupt Governor, 55-65; Two Rival Centurions, 83-95; Catullus and love and society, 109-124; Value of Friendship 125-133; A Political Murder, 139-171; An Exceptional Wife, 173-181; Augustus, 193-203; An Emperor's Daughter, 205-211; The Death of Pliny the Elder, 287, 297-305 |
| <b>Learner Benchmark</b><br><b>I.CP Understanding of Cultural Perspectives: I can explain the significance of cultural beliefs and values.</b> |  |
| <b>Learning Indicator</b>  |  |
| <b>I.CP. 1</b> I can explain the significance of Roman and Greek codes of behavior.  | <b>SE:</b> A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Cicero on Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; An Emperor's Daughter, 205–211; Roman warfare, 83–95; also see: Epitaph on tomb, 108; Roman curse tablet, 119; Roman banquet depicted on wall painting, 121; Sarcophagus with funeral procession, 157; Painting depicting letters on waxed tablets, 168; Relief showing Roman wedding, 175; Votive tablet, 245; Roman banquet scene, 286                                   |

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| <b>I.CP.2</b> I can explain the significance of Roman or Greek attitudes towards various members of society. | <b>SE:</b> A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Cicero on Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; An Emperor's Daughter, 205–211; also see: Roman legionary, 80; Carving of Roman soldiers, 81; Epitaph on tomb, 108; Roman banquet depicted on wall painting, 121; Relief showing Roman wedding, 175; Roman banquet scene, 286; Tomb relief of a family, 291 |
| <b>I.CP. 3</b> I can explain the significance of Roman and Greek attitudes toward politics and law.          | <b>SE:</b> The Late Republic, 13–31; The Fall of the Republic, 37–43; The Principate of Augustus, 47–49; A Corrupt Governor, 55–65; A Political Murder, 139–171; Augustus, 193–203; Roman warfare, 83–95; Roman emperors, 190, 193–203  |
| <b>I.CP.4</b> I can explain the significance of Roman and Greek religious and philosophical beliefs.         | <b>SE:</b> Ovid and mythology, 261–283; also see: Reconstruction of Temple of Mars, 38; Photograph of Temple of Hercules, 63; Greek vase of Hercules, 65; Bust of Minerva and stone relief of Mercury, 101; Ara Pacis and Goddess Pax, 190; Greek vase painting of Persephone and Demeter, 213; Relief from altar of Zeus, 233; Votive tablet, 245; Greek vase with Muse playing lyre, 257; Mosaic of Silenus, 263; Mosaic of Pan playing panpipes, 269         |
| <b>I.CP.5</b> I can explain the significance of Roman and Greek attitudes toward art and literature.         | <b>SE:</b> Catullus and love and society, 109–124; Cicero on Friendship 125–133; Vergil and epic poetry, 221–239; Horace on Life and Love, 241–259 ; Ovid and mythology, 261–283; Roman Satire, 289–295   |

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| <b>Learner Benchmark</b><br><b>I.ACC Application of Cultural Connections: I can explain the significance of elements of Roman and Greek culture that influence other cultures.</b> |   |
| <b>Learning Indicator</b>  |   |
| <b>I.ACC. 1</b> I can explain how Roman and Greek political and legal institutions influence other cultures.   | <b>SE:</b> The Late Republic, 13–31; The Fall of the Republic, 37–43; The Principate of Augustus, 47–49; A Corrupt Governor, 55–65; A Political Murder, 139–171; Augustus, 193–203; Roman warfare, 83–95; Roman emperors, 190, 193–203  |
| <b>I.ACC.2</b> I can explain how Roman and Greek art and architecture influence other cultures.  | <b>SE:</b> See the art reproductions, photographs of artifacts, and descriptions on the following pages: 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                     |
| <b>I.ACC. 3</b> I can explain how Roman and Greek literature and language influenced those of other cultures.  | <b>SE:</b> 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; The Meters of Roman Poetry, 308–311; Index of Cultural Information, 354–355  |
| <b>I.ACC.4</b> I can explain the influence of Roman and Greek religions on other cultures.   | <b>SE:</b> Ovid and mythology, 261–283; also see: Reconstruction of Temple of Mars, 38; Photograph of Temple of Hercules, 63; Greek vase of Hercules, 65; Bust of Minerva and stone relief of Mercury, 101; Ara Pacis and Goddess Pax, 190; Greek vase painting of Persephone and Demeter, 213; Relief from altar of Zeus, 233; Votive tablet, 245; Greek vase with Muse playing lyre, 257; Mosaic of Silenus, 263; Mosaic of Pan playing panpipes, 269 |

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| <b>I.ACC.5</b> I can discuss how Roman and Greek social customs influence other cultures. | <b>SE:</b> Catullus and love and society, 109–124; Cicero on Friendship 125–133; An Exceptional Wife, 173–181; An Emperor’s Daughter, 205–211; Horace on Life and Love, 241–259; The Millionaire’s dinner party, 285–286, 289–295 |

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