

A Correlation of  
**Ecce Romani II**  
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To the  
**South Carolina Standards for  
World Language Proficiency  
Intermediate Low (IL) and  
Intermediate Mid (IM) Proficiency Levels**

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South Carolina Standards for World Language Proficiency	Ecce Romani II ©2009
<b>INTERMEDIATE LOW (IL) PROFICIENCY LEVEL</b>	
<b>Learner Benchmark</b>	
<b>IL.IR Interpretive Reading: I can understand the main idea of short and simple adapted-authentic and authentic texts when the topic is familiar.</b>	
<b>Learning Indicator</b>	
<b>IL.IR.1.</b> I can understand messages in which the writer tells about topics of personal interest.	<b>SE:</b> For related material see: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303 <b>TG:</b> Notes & Support, 277, 284–285, 296–297, 335, 391, 419–420, 431–434
<b>IL.IR.2.</b> I can understand how the details in a Latin or Greek text relate to the main idea.	<b>SE:</b> Respondē Latīnē, 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>TG:</b> The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 4, 33, 49, 62, 102, 136, 223, 269, 309, 326, and 415.
<b>IL.IR.3</b> I can infer the meaning of unfamiliar Latin or Greek vocabulary based on my knowledge of the language.	<b>SE:</b> Vocabulary, 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>TG:</b> The Teacher’s Guide provides many assignments and suggestions for instructors to help students with vocabulary. Activities include oral vocabulary games, deducing meaning notes, and explanations of word families. For examples, see the following pages: 3, 14, 15, 40, 89, 152, 172, 205, 239, 336, 376, and 435.

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<p><b>Learner Benchmark</b>  <b>IL.IL Interpretive Listening: I can understand the main idea in short, simple messages and presentations on familiar topics.</b></p>	
<p><b>I can understand the main idea of simple conversations that I overhear.</b></p>	
<p><b>Learning Indicator</b></p>	
<p><b>IL.IL.1</b> I can understand the basic purpose of a message.</p>	<p><b>SE:</b> Letters from Cicero, 271; also see: Original Texts, 189, 194–195, 203–205, 235, 236  <b>TG:</b> Notes &amp; Support, 277, 284–285, 296–297, 335, 391, 419–420, 431–434</p>
<p><b>IL.IL.2.</b>I can understand questions and simple statements or instructions on everyday topics.</p>	<p><b>SE:</b> Respondē Latīnē, 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>TG:</b> The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 4, 33, 49, 62, 102, 136, 223, 269, 309, 326, and 415.</p>
<p><b>IL.IL.3</b> I can understand short, simple stories that are read aloud.</p>	<p><b>SE:</b> Readings, 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; also see: Audio Online within Interactive Textbook, 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, 271, 289, 290–292, 300–303</p>

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<p><b>Learner Benchmark</b>  <b>IL.IC Interpersonal Communication: I can participate in conversations on a number of familiar topics using simple sentences.</b></p> <p><b>I can handle short social interactions in everyday situations by asking and answering simple questions.</b></p>	
<p><b>Learning Indicator</b></p>	
<p><b>IL.IC.1</b> I can have a simple conversation on a limited number of everyday topics.</p>	<p><b>SE:</b> The Latin texts in Ecce Romani II recount the everyday activities of a Roman family. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: A Letter, 87–88; Off to School, 97–98; The Lessons Begin, 109–110; To Father from Sextus, 131–132; Dramatic News, 143; A Rainy Day, 199–200; Looking Forward to the Games, 213–214; A Sad Occasion, 295–296  <b>TG:</b> Students socialize and talk during banquet, 84; Create Latin phrase book, 154; Discuss use of Roman numerals today, 173</p>
<p><b>IL.IC.2</b> I can ask and answer questions of factual information that is familiar to me.</p>	<p><b>SE:</b> Respondē Latīnē, 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>TG:</b> The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 4, 33, 49, 62, 102, 136, 223, 269, 309, 326, and 415.</p>

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<b>IL.IC.3</b> I can use the language to meet my basic needs in familiar situations.	<p><b>SE:</b> The Latin texts in Ecce Romani II recount the everyday activities of a Roman family. They go shopping for food, prepare a meal, go to school, and confront unexpected emergencies. Students learn the Latin vocabulary used to meet basic needs through these stories. For examples, see the following: Preparing to Go Shopping, 3; Going to the Market, 11; Dinner Preparations, 41–42; At Dinner, 49–50, 52–53</p> <p><b>TG:</b> Students socialize and talk during banquet, 84; Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Create Latin phrase book, 154; Discuss use of Roman numerals today, 173</p>
<p><b>Learner Benchmark</b>  <b>IL.PS Presentational Speaking: I can present information on most familiar topics using a series of simple sentences.</b></p>	
<p><b>Learning Indicator</b></p>	
<b>IL.PS.1</b> I can talk about people, activities, events, and experiences.	<p><b>SE:</b> Respondē Latīnē, 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>TG:</b> Students socialize and talk during banquet, 84; Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Create Latin phrase book, 154; Discuss use of Roman numerals today, 173</p>
<b>III.PS.2</b> I can express needs and wants.	<p><b>SE:</b> The Latin texts in Ecce Romani II recount the everyday activities of a Roman family. They go shopping for food, prepare a meal, go to school, and confront unexpected emergencies. Students learn the Latin vocabulary used to meet basic needs through these stories. For examples, see the following: Preparing to Go Shopping, 3; Going to the Market, 11; Dinner Preparations, 41–42; At Dinner, 49–50, 52–53</p> <p><b>TG:</b> Students socialize and talk during banquet, 84</p>

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<b>IL.PS.3</b> I can present information on plans, instructions, and directions.	<b>SE:</b> For related material see: Preparing to Go Shopping, 3; Going to the Market, 11; Dinner Preparations, 41–42; At Dinner, 49–50, 52–53 <b>TG:</b> Compare Roman to American education, 154; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247
<b>IL.PS.4</b> I can present songs, short skits or dramatic readings.	<b>SE:</b> For related material see: <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240 <b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84
<b>Learner Benchmark</b> <b>IL.PW Presentational Writing: I can write briefly about most familiar topics and provide information using a series of simple sentences.</b>	
<b>Learning Indicator</b>	
<b>IL.PW.1</b> I can write about people, activities, events, and experiences.	<b>TG:</b> Compare Roman to American education, 154; Create Latin mural telling story of Trojan War with captions, 162; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Write journal entry from perspective of a slave, 261; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
<b>IL.PW.2</b> I can prepare materials for a presentation.	<b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Teaching Suggestions, 130; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>IL.PW.3</b> I can write simply about topics of interest.	<b>TG:</b> Compare Roman to American education, 154; Create Latin mural telling story of Trojan War with captions, 162; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Write journal entry from perspective of a slave, 261; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334

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<b>IL.PW.4</b> I can write about something I have learned.	<b>SE:</b> Respondē Latīnē, 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>TG:</b> Compare Roman to American education, 154; Create Latin mural telling story of Trojan War with captions, 162; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Write journal entry from perspective of a slave, 261; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334
<b>Learner Benchmark</b> <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> Roman Life: Writing, Letters, and Books, 137–138; Multicultural tradition and spread of language and customs, 312–321 <b>TG:</b> Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Create Latin phrase book, 154; Create Latin mural telling story of Trojan War with captions, 162; Write cardinal and ordinal numbers, 173; Write advertising brochures for Roman baths, 247
<b>I.CPP.2</b> I can explain the significance of Roman or Greek decorative products.	<b>SE:</b> See the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84



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<b>I.CPP.3</b> I can explain the significance of elements of Roman or Greek infrastructure.	<b>SE:</b> Roman Life: Town House and Apartment, 16–17, At the Baths, 163–174, Circus and Arena, 217–220; A Day at the Colosseum, 223–238; Roman Architecture in America, 321–322 <b>TG:</b> Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
<b>I.CPP.4</b> I can explain the significance of Roman or Greek political and economic practices.	<b>SE:</b> History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Crime, 71–86; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>I.CPP.5</b> I can explain the significance of Roman or Greek religious practices.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408
<b>I.CPP.6</b> I can explain the significance of various aspects of Roman or Greek social life.	<b>SE:</b> At Dinner, 49–50, 52–53; The Cōmissātiō, 63; Crime, 71–72; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; At the Baths, 165–166; Looking Forward to the Games, 213–214; A Day at the Colosseum, 225–226; Marcus Comes of Age, 267–268; Cornelia’s Wedding, 287; A Sad Occasion, 295–296; Multicultural Tradition, 312–321 <b>TG:</b> Students socialize and talk during banquet, 84; Students learn a song, 149; Compare Roman to American education, 154; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392

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<b>Learner Benchmark</b> <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> At Dinner, 49–50, 52–53; The Cōmissātiō, 63; Crime, 71–72; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; Stop, Thief!, 175–176; Marcus Comes of Age, 267–268; Cornelia’s Wedding, 287; A Sad Occasion, 295–296; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write advertising brochures for Roman baths, 247; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392
<b>I.CP.2</b> I can explain the significance of Roman or Greek attitudes towards various members of society.	<b>SE:</b> Pseudolus, 31–32; Crime, 71–72; A Letter, 87–88; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; A Slave to the Rescue, 149–150; Stop, Thief!, 175–176; A Day at the Colosseum, 225–226; Cornelia’s Wedding, 287; A Sad Occasion, 295–296 <b>TG:</b> Compare Roman to American education, 154; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392
<b>I.CP. 3</b> I can explain the significance of Roman and Greek attitudes toward politics and law.	<b>SE:</b> History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Crime, 71–86; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>I.CP.4</b> I can explain the significance of Roman and Greek religious and philosophical beliefs.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408

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<b>I.CP.5</b> I can explain the significance of Roman and Greek attitudes toward art and literature.	<b>SE:</b> <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; Roman Architecture in America, 321–322; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84
<b>Learner Benchmark</b>	
<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> Latin in the Law, 84–85; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130
<b>I.ACC.2</b> I can explain how Roman and Greek art and architecture influence other cultures.	<b>SE:</b> Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; Roman Architecture in America, 321–322; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84
<b>I.ACC. 3</b> I can explain how Roman and Greek literature and language influenced those of other cultures.	<b>SE:</b> <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303 <b>TG:</b> Create artwork, 84
<b>I.ACC.4</b> I can explain the influence of Roman and Greek religions on other cultures.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408

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<b>I.ACC.5</b> I can discuss how Roman and Greek social customs influence other cultures.	<b>SE:</b> Multicultural Tradition, 312–321; also see: Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321; <b>TG:</b> Students socialize and talk during banquet, 84; Students learn a song, 149; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
<b>INTERMEDIATE MID (IM) PROFICIENCY LEVEL</b>	
<b>Learner Benchmark</b> <b>IM.IR Interpretive Reading: I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</b>	
<b>I can understand the main idea of unadapted Latin or Greek texts related to everyday life and personal interests or studies.</b>	
<b>I can infer many details in unadapted Latin or Greek texts that contain unfamiliar vocabulary.</b>	
<b>Learning Indicator</b>	
<b>IM.IR.1</b> I can understand and articulate the main idea and many details when reading some unadapted Latin or Greek speeches and propaganda.	<b>SE:</b> Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303 <b>TG:</b> Notes & Support, 277, 284–285, 296–297, 335, 391, 419–420, 431–434
<b>IM. IR. 2</b> I can understand and articulate the main idea of poetry.	<b>SE:</b> Poems and rhymes, 203–205, 236, 290–292, 300–303 <b>TG:</b> Notes & Support, 296–297, 335, 419–420, 431–434
<b>IM.IR.3</b> I can understand the main idea of personal letters.	<b>SE:</b> Letters from Cicero, 271 <b>TG:</b> Notes & Support, 391

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<b>IM.IR.4</b> I can infer the meaning of unfamiliar Latin or Greek vocabulary.	<b>SE:</b> Vocabulary list, 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>TG:</b> The Teacher’s Guide provides many assignments and suggestions for instructors to help students with vocabulary. Activities include oral vocabulary games, deducing meaning notes, and explanations of word families. For examples, see the following pages: 3, 14, 15, 40, 89, 152, 172, 205, 239, 336, 376, and 435
<b>Learner Benchmark</b> <b>IM.IL Interpretive Listening: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</b>	
<b>I can understand the main idea in conversations that I overhear.</b>	
<b>Learning Indicator</b>	
<b>IM.IL.1</b> I can understand the main idea and some details of what I hear in short conversations and oral presentations.	<b>SE:</b> For related material see: Audio Online within Interactive Textbook, 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>TG:</b> The Teacher’s Guide provides many assignments and suggestions for instructors to help students with listening skills. Activities include oral vocabulary games, deducing meaning notes, and group activities. For examples, see the following pages: 3, 14, 15, 40, 89, 152, 172, 205, 239, 336, 376, and 435.
<b>IM. IR. 2</b> I can understand and articulate the main idea of recited poetry.	<b>SE:</b> For related material see: Poems and rhymes, 203–205, 236, 290–292, 300–303 <b>TG:</b> Notes & Support, 296–297, 335, 419–420, 431–434

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<b>IM.IL.3</b> I can understand oral directions and instructions in familiar settings.	<b>TG:</b> The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
<b>IM.IL.4</b> I can identify the main idea in authentic Latin texts that are read aloud.	<b>SE:</b> For related material see: Audio Online within Interactive Textbook, 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>TG:</b> The Teacher’s Guide provides many assignments and suggestions for instructors to help students with interpretive listening of Latin. Activities include oral vocabulary games, suggestions for using the Audio CD, and group/pair activities. For examples, see the following pages: 2, 8, 30, 65, 130, 166, 219, 244, 304, 377, 411, and 425.
<p><b>Learner Benchmark</b>  <b>IM. IC Interpersonal Communication: I can participate in conversations on familiar topics using sentences and series of sentences.</b></p> <p><b>I can handle short social interactions by asking and answering a variety of questions.</b></p> <p><b>I can usually say what I want to say about myself and Roman or Greek everyday life.</b></p>	
<b>Learning Indicator</b>	
<b>IM.IC.1</b> I can start, maintain, and end a conversation on a variety of familiar topics.	<b>SE:</b> The Latin texts in Ecce Romani II recount the everyday activities of a Roman family. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: A Letter, 87–88; Off to School, 97–98; The Lessons Begin, 109–110; To Father from Sextus, 131–132; Dramatic News, 143; A Rainy Day, 199–200; Looking Forward to the Games, 213–214; A Sad Occasion, 295–296 <b>TG:</b> Students socialize and talk during banquet, 84; Create Latin phrase book, 154; Discuss use of Roman numerals today, 173

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<b>IM.IC.2.</b> I can express my reactions and emotions to others.	<b>TG:</b> Students socialize and talk during banquet, 84; Discuss use of Roman numerals today, 173
<b>IM.IC.3</b> I can exchange information about academic topics familiar to me.	<b>SE:</b> Respondē Latīnē, 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>TG:</b> The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 4, 33, 49, 62, 102, 136, 223, 269, 309, 326, and 415.
<b>IM.IC.4</b> I can ask and answer questions on familiar topics to maintain a conversation.	<b>TG:</b> Students socialize and talk during banquet, 84; Discuss use of Roman numerals today, 173
<b>Learner Benchmark</b> <b>IM.PS Presentational Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.</b>	
<b>Learning Indicator</b>	
<b>IM.PS.1</b> I can make presentations on familiar topics using a series of sentences.	<b>SE:</b> Respondē Latīnē, 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>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300
<b>IM.PS.2</b> I can make a presentation on my reaction to something I have learned or researched.	<b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300
<b>IM.PS.3.</b> I can present a short skit or dramatic presentation using a series of sentences.	<b>SE:</b> For related material see: <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240 <b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84
<b>IM.PS.4</b> I can express my opinion on familiar topics using a series of sentences.	<b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300

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<b>Learner Benchmark</b> <b>IM.PW Presentational Writing: I can write on a wide variety of familiar topics using connected sentences.</b>	
<b>Learning Indicator</b>	
<b>IM.PW.1</b> I can write short reports about a topic I have learned or researched.	<b>TG:</b> Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>IM.PW.2</b> I can compose communications for public distribution.	<b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>IM.PW.3</b> I can express my opinion on familiar topics using a series of sentences with some details.	<b>TG:</b> Write skits, commercials, newscasts, or poems to share, 84; Compare Roman to American education, 154; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247
<b>IM.PW.4</b> I can compare issues or people using a series of sentences.	<b>TG:</b> Compare Roman to American education, 154; Write a letter describing their own education, 176, Write journal entry from perspective of a slave, 261, Reflective journal entry as gladiator, 334
<b>Learner Benchmark</b> <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> Roman Life: Writing, Letters, and Books, 137–138; Multicultural tradition and spread of language and customs, 312–321 <b>TG:</b> Keep file of Latin legal terms, 128; Highlight differences in Latin and anglicized pronunciation of legal terms, 129; Check media for use of legal maxims, 130; Create Latin phrase book, 154; Create Latin mural telling story of Trojan War with captions, 162; Write cardinal and ordinal numbers, 173; Write advertising brochures for Roman baths, 247



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<b>I.CPP.2</b> I can explain the significance of Roman or Greek decorative products.	<b>SE:</b> See the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84
<b>I.CPP.3</b> I can explain the significance of elements of Roman or Greek infrastructure.	<b>SE:</b> Roman Life: Town House and Apartment, 16–17, At the Baths, 163–174, Circus and Arena, 217–220; A Day at the Colosseum, 223–238; Roman Architecture in America, 321–322 <b>TG:</b> Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248
<b>I.CPP.4</b> I can explain the significance of Roman or Greek political and economic practices.	<b>SE:</b> History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Crime, 71–86; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>I.CPP.5</b> I can explain the significance of Roman or Greek religious practices.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408
<b>I.CPP.6</b> I can explain the significance of various aspects of Roman or Greek social life.	<b>SE:</b> At Dinner, 49–50, 52–53; The Cōmissātiō, 63; Crime, 71–72; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; At the Baths, 165–166; Looking Forward to the Games, 213–214; A Day at the Colosseum, 225–226; Marcus Comes of Age, 267–268; Cornelia’s Wedding, 287; A Sad Occasion, 295–296; Multicultural Tradition, 312–321 <b>TG:</b> Students socialize and talk during banquet, 84; Students learn a song, 149; Compare Roman to American education, 154; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392

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<b>Learner Benchmark</b> <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> At Dinner, 49–50, 52–53; The Cōmissātiō, 63; Crime, 71–72; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; Stop, Thief!, 175–176; Marcus Comes of Age, 267–268; Cornelia’s Wedding, 287; A Sad Occasion, 295–296; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Check media for use of legal maxims, 130; Compare Roman to American education, 154; Write advertising brochures for Roman baths, 247; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392
<b>I.CP.2</b> I can explain the significance of Roman or Greek attitudes towards various members of society.	<b>SE:</b> Pseudolus, 31–32; Crime, 71–72; A Letter, 87–88; Off to School, 97–98; The Lessons Begin, 109–110; A Lesson for Sextus, 117–118; A Slave to the Rescue, 149–150; Stop, Thief!, 175–176; A Day at the Colosseum, 225–226; Cornelia’s Wedding, 287; A Sad Occasion, 295–296 <b>TG:</b> Compare Roman to American education, 154; Journal entry upon seeing Roman games for first time, 314; Reflective journal entry as gladiator, 334; Coming of age ceremony, 392
<b>I.CP. 3</b> I can explain the significance of Roman and Greek attitudes toward politics and law.	<b>SE:</b> History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Crime, 71–86; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130; Compare Roman to American education, 154; Research and present report on emperor, 300; Journal entry upon seeing Roman games for first time, 314
<b>I.CP.4</b> I can explain the significance of Roman and Greek religious and philosophical beliefs.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408

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<b>I.CP.5</b> I can explain the significance of Roman and Greek attitudes toward art and literature.	<b>SE:</b> <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; Roman Architecture in America, 321–322; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84
<b>Learner Benchmark</b> <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> Latin in the Law, 84–85; Multicultural Spread of Roman Law, 318–321 <b>TG:</b> Keep file of Latin legal terms, 128; Check media for use of legal maxims, 130
<b>I.ACC.2</b> I can explain how Roman and Greek art and architecture influence other cultures.	<b>SE:</b> Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; Roman Architecture in America, 321–322; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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 <b>TG:</b> Create artwork, 84
<b>I.ACC. 3</b> I can explain how Roman and Greek literature and language influenced those of other cultures.	<b>SE:</b> <i>Pyramus and Thisbe</i> , 181–183; <i>Androcles and the Lion</i> , 239–240; Original Texts, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303 <b>TG:</b> Create artwork, 84
<b>I.ACC.4</b> I can explain the influence of Roman and Greek religions on other cultures.	<b>SE:</b> Roman Life: Roman Religion, 281–284 <b>TG:</b> Notes & Support, 405–408

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<b>I.ACC.5</b> I can discuss how Roman and Greek social customs influence other cultures.	<b>SE:</b> Multicultural Tradition, 312–321; also see: Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321; <b>TG:</b> Students socialize and talk during banquet, 84; Students learn a song, 149; Compare Roman to American education, 154; Discuss use of Roman numerals today, 173; Write a letter describing their own education, 176; Write advertising brochures for Roman baths, 247; Research Internet for images of Roman baths, 248