

A Correlation of
Ecce Romani I
© 2009



To the
**South Carolina Standards for
World Language Proficiency
Novice Low (NL) and Novice Mid (NM)
Proficiency Levels**

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

Table of Contents

NOVICE LOW (NL) PROFICIENCY LEVEL..... 3
NOVICE MID (NM) PROFICIENCY LEVEL..... 10

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of
Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NOVICE LOW (NL) PROFICIENCY LEVEL	
Learner Benchmark NL.IR Interpretive Reading: I can recognize a few Roman or Greek letters. I can identify a few memorized words and phrases when I hear them spoken.	
Learning Indicator	
NL.IR.1 I can occasionally recognize a few Roman or Greek letters.	SE: Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261; Pronunciation of Latin, 287–288 TG: The Teacher’s Guide provides the answers and additional notes for the Word Study exercises. For examples, see the following pages: 46–49, 117–120, and 451–453.
NL.IR.2 I can occasionally connect some words or phrases to their meanings.	SE: Vocabulary list, 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 TG: 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: 2, 3, 12, 24, 38, 40, 108, 110, 134, 214, 270, 328, 398, 433
Learner Benchmark NL.IR Interpretive Listening: I can identify a few memorized words and phrases when I hear them spoken. I can occasionally identify the sound of a character or a word.	
Learning Indicator	
NL.IL.1 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	Teachers are encouraged to have students listen to selections initially using the Audio CD. The full list of readings and the Teacher’s Guide page which lists the exact track for each reading are listed below. SE: Readings, 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, 249–252 TG: Audio CD, 1, 11, 23, 37, 51, 63, 75, 107, 125, 139, 155, 173, 187, 199, 213, 225, 237, 251, 269, 285, 305, 325, 345, 373, 397, 419, 431

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NL.II.2 I can occasionally connect some words or phrases to their meanings.	SE: Vocabulary list, 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 TG: 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: 2, 3, 12, 24, 38, 40, 108, 110, 134, 214, 270, 328, 398, 433
NL.II.3 I can occasionally identify isolated words that I have memorized, particularly when accompanied by pictures.	SE: See the art reproductions, photographs of artifacts, and descriptions on the following pages and accompanying Latin vocabulary: 4, 5, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: The Teacher’s Guide provides additional notes and suggested teaching strategies to accompany the art reproductions and photographs of artifacts in the program. For examples, see the following pages: 22, 72, 121–123, 208–210, 297–298, 317, and 341–342.
Learner Benchmark NL.IC Interpersonal Communication: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	
Learning Indicator	
NL.IC.1 I can greet my peers.	SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74. In addition, the Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Goodbye (includes greetings), 63–70, Departure, 71–78; Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 125–138, 139–154, 251–268, 285–304

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NL.IC.2 I can introduce myself to someone.	SE: The Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 251–268, 285–304
NL.IC.3 I can answer a few simple questions.	SE: Respondē Latīnē, 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 TG: Oral Latin: ask and answer questions, 132; Students act out dialogue from the story, 434; The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.
Learner Benchmark NL.PS Presentational Speaking: I can provide information about myself and some other very familiar topics using single words or memorized phrases.	
Learner Indicator	
NL.PS.1 I can recite words and phrases that I have learned.	SE: Vocabulary list, 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 TG: 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: 2, 3, 12, 24, 38, 40, 108, 110, 134, 214, 270, 328, 398, 433
NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	SE: Maps, xiii, xvi, 1, 28, 99, 125, 154, 169, 194, 206, 208, 217, 237, 244; Illustrations of mythic creatures and deities, 27, 43 TG: Research Greek gods and goddesses, impersonate in class presentation, 136; Discuss Romans and the wolf and other cultures’ totemic animals, 170; Presentation/impersonation of kings in Livy, 208; Act out, in Latin, stories of legendary heroes, 262; Create comic book pages, in Latin, illustrating heroes’ stories, 262

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NL.PS.3 I can introduce myself to a group.	SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74. In addition, the Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Goodbye (includes greetings), 63–70, Departure, 71–78; Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 125–138, 139–154, 251–268, 285–304
NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	SE: Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261 TG: Students act out dialogue from the story, 434
Learner Benchmark	
NL.PW Presentational Writing: I can copy some familiar words or phrases.	
Learning Indicator	
NL.PW.1 I can copy some letters and words that I see on the wall or board, in a book, or on the computer.	SE: Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261; Pronunciation of Latin, 287–288 TG: The Teacher’s Guide provides the answers and additional notes for the Word Study exercises. For examples, see the following pages: 46–49, 117–120, and 451–453.
NL.PW.2 I can write words and phrases that I have learned.	SE: Forms & Building the Meaning, 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; Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261; Pronunciation of Latin, 287–288 TG: The Teacher’s Guide provides the answers and additional notes for the Forms & Building the Meaning exercises. For examples, see the following pages: 5–6, 16, 84–85, 112, 191, 241–242, 334–335, 380–381, and 405

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	SE: For related material, see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Create mini-dialogue in Latin as a group, 113; Create comic book pages, in Latin, illustrating heroes' stories, 262
Learner Benchmark N.CPP Investigation of Products and Practices: I can identify some products and practices of cultures.	
Learning Indicator	
N.CPP.1 I can identify and discuss basic Roman or Greek products designed for communication.	SE: Memorial Inscription, 222 TG: Roman Writing Artifacts, 83; Write inscriptions for charioteers, 450
N.CPP.2 I can identify and discuss basic Roman or Greek decorative products.	SE: See the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Discuss the statue, 171
N.CPP.3 I can identify and discuss basic elements of Roman or Greek infrastructure.	SE: Roman Villa, 45–48; Aqueducts, 207–209; also see: At the Porta Capena, 199–210; A Visit to the Races, 249–261 TG: Project/research Roman agriculture and country life, 91; Compare Roman system of roads to modern highway system, 193; Calculate and compare water supply from aqueduct with their own home town, 363; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412
N.CPP.4 I can identify and discuss basic Roman or Greek political and economic practices.	SE: The Slave Market, 37–38; Treatment of Slaves, 75–77; Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217 TG: Notes & Support, 73–74, 148–149, 207–208, 296–297, 385

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.CPP.5 I can identify and discuss basic Roman or Greek religious practices.	SE: Major Gods and Goddesses, 68–69 TG: Notes & Support, 135–136
N.CPP.6 I can identify and discuss basic aspects of Roman or Greek social life.	SE: Early in the Day, 33–38; News From Rome, 39–48; Getting Up Early, 53–62; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261 TG: Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, 136; Discuss Romans and the wolf and other cultures’ totemic animals, 170; Culture questions, elements of founding story of Rome, 172; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298; Write inscriptions for charioteers, 450
Learner Benchmark N.CP Understanding of Cultural Perspectives: I can identify some basic cultural beliefs and values.	
Learning Indicator	
N.CP.1 I can identify and discuss Roman and Greek codes of behavior.	SE: Treatment of Slaves, 75–77; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; Rome in the Mediterranean World, 244–247; A Visit to the Races, 249–261 TG: Compare Roman inns with those of today, 298; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434; Write inscriptions for charioteers, 450
N. CP.2 I can identify and discuss Roman or Greek attitudes towards various members of society.	SE: The Slave Market, 37–38; Treatment of Slaves, 75–77; Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217 TG: Notes & Support, 73–74, 148–149, 207–208, 296–297, 385

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.CP.3 I can identify and discuss Roman or Greek attitudes toward politics and law.	SE: Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217 TG: Notes & Support, 207–208, 296–297, 385
N.CP.4 I can identify and discuss Roman or Greek religious beliefs.	SE: Major Gods and Goddesses, 68–69 TG: Notes & Support, 135–136
N.CP.5 I can identify and discuss Roman or Greek attitudes toward art and literature.	SE: Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Discuss the statue, 171; Act out, in Latin, stories of legendary heroes, 262
Learner Benchmark N.ACC Application of Cultural Connections: I can identify and discuss elements of Roman and Greek culture that influence other cultures.	
Learning Indicator	
N. ACC.1 I can identify and discuss how Roman and Greek political and legal institutions influence other cultures.	SE: Cultural Assimilation, 220–221; Rome in the Mediterranean World, 244–248 TG: Notes & Support, 389–390, 428–430
N.ACC.2 I can identify and discuss how Roman and Greek art and architecture influence other cultures.	SE: Roman Villa, 45–48; Aqueducts, 207–209; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Project/research Roman agriculture and country life, 91; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.ACC.3 I can identify and discuss how Roman and Greek languages influence the languages of other cultures.	SE: Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261 TG: The Teacher’s Guide provides the answers and additional notes for the Word Study exercises. For examples, see the following pages: 46–49, 117–120, and 451–453.
N.ACC.4 I can identify and discuss how Roman and Greek religions influence other cultures.	SE: Major Gods and Goddesses, 68–69 TG: Notes & Support, 135–136
N.ACC.5 I can identify and discuss how Roman and Greek social customs influence other cultures.	SE: For related material see the following chapters: Treatment of Slaves, 75–77; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261 TG: Compare Roman inns with those of today, 298; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434; Write inscriptions for charioteers, 450
NOVICE MID (NM) PROFICIENCY LEVEL	
Learner Benchmark	
NM.IR Interpretive Reading: I can recognize some letters. I can identify some learned memorized words and phrases when I read.	
Learning Indicator	
NM.IR.1 I can recognize words and phrases with the help of visuals.	SE: See the art reproductions, photographs of artifacts, and descriptions on the following pages and accompanying Latin vocabulary: 4, 5, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: The Teacher’s Guide provides additional notes and suggested teaching strategies to accompany the art reproductions and photographs of artifacts in the program. For examples, see the following pages: 22, 72, 121–123, 208–210, 297–298, 317, and 341–342.

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NM.II.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.	SE: Vocabulary list, 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 TG: 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: 2, 3, 12, 24, 38, 40, 108, 110, 134, 214, 270, 328, 398, 433
NM.II.4 I can understand that Latin and Greek prefixes and roots of words help me understand the meaning of new words.	SE: Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261 TG: The Teacher’s Guide provides the answers and additional notes for the Word Study exercises. For examples, see the following pages: 46–49, 117–120, and 451–453.
Learner Benchmark	
NM.II Interpretive Listening: I can recognize some familiar works and phrases when I hear them spoken.	
Learning Indicator	
NM.II.1 I can understand a few courtesy phrases.	SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74. In addition, the Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Goodbye (includes greetings), 63–70, Departure, 71–78; Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 125–138, 139–154, 251–268, 285–304

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NM.II.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	Teachers are encouraged to have students listen to selections initially using the Audio CD. The full list of readings and the Teacher's Guide page which lists the exact track for each reading are listed below. SE: Readings, 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, 249–252 TG: Audio CD, 1, 11, 23, 37, 51, 63, 75, 107, 125, 139, 155, 173, 187, 199, 213, 225, 237, 251, 269, 285, 305, 325, 345, 373, 397, 419, 431
NM.II.3 I can understand some words and phrases about Roman daily life.	SE: Vocabulary list, 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 TG: 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: 2, 3, 12, 24, 38, 40, 108, 110, 134, 214, 270, 328, 398, 433
NM.II.4 I can understand some simple questions on familiar topics.	SE: Respondē Latīnē, 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 TG: The Teacher's Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
Learner Benchmark NM.IC Interpersonal Communication: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	
Learning Indicator	
NM.IC.1 I can greet and leave people in a polite way.	SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74. In addition, the Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Goodbye (includes greetings), 63–70, Departure, 71–78; Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 125–138, 139–154, 251–268, 285–304
NM.IC.2 I can introduce myself and others.	SE: The Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used in simple everyday conversations through these stories. For examples, see the following: Arrival At the Inn, 137–148; Chance Encounter, 159–172 TG: Notes & Support, 251–268, 285–304
NM.IC.3 I can answer a variety of simple questions.	SE: Respondē Latīnē, 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 TG: Oral Latin: ask and answer questions, 132; Students act out dialogue from the story, 434; The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
NM.IC.4 I can ask some simple questions.	SE: Respondē Latīnē, 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 TG: Oral Latin: ask and answer questions, 132; Students act out dialogue from the story, 434; The Teacher’s Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.
Learner Benchmark NM.PS Presentational Speaking: I can provide information about myself and some other very familiar topics using a variety of works, phrases, and memorized expressions.	
Learning Indicator	
NM.PS.1 I can present information about myself and others using words and phrases.	TG: Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Research aqueducts of the world, 363
NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	SE: The Latin texts in Ecce Romani I recount stories from the everyday life Romans. Students learn the Latin vocabulary used for expressing likes and dislikes through these stories. For examples, see the following: Treatment of Slaves, 75–77; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; A Visit to the Races, 249–261 TG: Discuss style of artwork, 10; Compose review of the caupōna in simple Latin, 298
NM.PS.3 I can present information about familiar items in my immediate environment.	TG: Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, impersonate in class presentation, 136; Presentation/impersonation of kings in Livy, 208; Research aqueducts of the world, 363

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
Learner Benchmark NM.PW Presentational Writing: I can write lists and memorized phrases on familiar topics.	
Learning Indicator	
NM.PW.1 I can write about some aspects of Roman and Greek family life using learned phrases, and memorized expressions.	SE: For related material see: Early in the Day, 33–38; Getting Up Early, 53–62; A Slave Runs Away, 79–88; Why Is Sextus A Pest?, 119–126; First Morning in Rome, 223–238 TG: Discuss miraculous childhoods of important figures in history and in different cultures, 170
NM.PW.2 I can list daily activities and write lists that help me understand the day-to-day life of Greeks and Romans.	SE: For related material see the following chapters: Early in the Day, 33–38; News From Rome, 39–48; Getting Up Early, 53–62; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261 TG: Project/research Roman agriculture and country life, 91; Discuss Romans and the wolf and other cultures' totemic animals, 170
NM.PW.3 I can write notes about something I have learned using lists, phrases, and memorized expressions.	SE: Respondē Latīnē, 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 TG: The Teacher's Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.
NM.PW.4 I can write simple information in writing) about something I learned using words, phrases, and memorized expressions.	SE: Respondē Latīnē, 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 TG: The Teacher's Guide provides the answers and additional notes for the Respondē Latīnē questions. For examples, see the following pages: 25, 41, 128, 176, 228, 331, and 423.

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
Learner Benchmark N.CPP Investigation of Products and Practices: I can identify some products and practices of cultures.	
Learning Indicator	
N.CPP.1 I can identify and discuss basic Roman or Greek products designed for communication.	SE: Memorial Inscription, 222 TG: Roman Writing Artifacts, 83; Write inscriptions for charioteers, 450
N.CPP.2 I can identify and discuss basic Roman or Greek decorative products.	SE: See the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Research, design, and create Roman clothing, 36; Create puppets in Roman dress to be used for presentations, 36; Discuss the statue, 171
N.CPP.3 I can identify and discuss basic elements of Roman or Greek infrastructure.	SE: Roman Villa, 45–48; Aqueducts, 207–209; also see: At the Porta Capena, 199–210; A Visit to the Races, 249–261 TG: Project/research Roman agriculture and country life, 91; Compare Roman system of roads to modern highway system, 193; Calculate and compare water supply from aqueduct with their own home town, 363; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412
N.CPP.4 I can identify and discuss basic Roman or Greek political and economic practices.	SE: The Slave Market, 37–38; Treatment of Slaves, 75–77; Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217 TG: Notes & Support, 73–74, 148–149, 207–208, 296–297, 385
N.CPP.5 I can identify and discuss basic Roman or Greek religious practices.	SE: Major Gods and Goddesses, 68–70 TG: Notes & Support, 135–136

**A Correlation of Ecce Romani I, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.CPP.6 I can identify and discuss basic aspects of Roman or Greek social life.	<p>SE: For related material see the following chapters: Early in the Day, 33–38; News From Rome, 39–48; Getting Up Early, 53–62; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261</p> <p>TG: Project/research Roman agriculture and country life, 91; Research Greek gods and goddesses, 136; Discuss Romans and the wolf and other cultures’ totemic animals, 170; Culture questions, elements of founding story of Rome, 172; Compare Roman and American heroes, 262; Compare Roman inns with those of today, 298; Write inscriptions for charioteers, 450</p>
<p>Learner Benchmark N.CP Understanding of Cultural Perspectives: I can identify some basic cultural beliefs and values.</p>	
<p>Learning Indicator</p>	
N.CP.1 I can identify and discuss Roman and Greek codes of behavior.	<p>SE: For related material see the following chapters: Treatment of Slaves, 75–77; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261</p> <p>TG: Compare Roman inns with those of today, 298; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434; Write inscriptions for charioteers, 450</p>
N.CP.2 I can identify and discuss Roman or Greek attitudes towards various members of Society.	<p>SE: The Slave Market, 37–38; Treatment of Slaves, 75–77; Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217</p> <p>TG: Notes & Support, 73–74, 148–149, 207–208, 296–297, 385</p>

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.CP.3 I can identify and discuss Roman or Greek attitudes toward politics and law.	SE: Kings of Rome, 109–112; The Early Republic, 168–172; The First and Second Punic Wars, 216–217 TG: Notes & Support, 207–208, 296–297, 385
N.CP.4 I can identify and discuss Roman or Greek religious beliefs.	SE: Major Gods and Goddesses, 68–70 TG: Notes & Support, 135–136
N.CP.5 I can identify and discuss Roman or Greek attitudes toward art and literature.	SE: Myth, 27, 28–31, 43, 68–69, 85–87, 109–111, 141–143, 221; Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Discuss the statue, 171; Act out, in Latin, stories of legendary heroes, 262
Learner Benchmark N.ACC Application of Cultural Connections: I can identify and discuss elements of Roman and Greek culture that influence other cultures.	
Learning Indicator	
N.ACC.1 I can identify and discuss how Roman and Greek political and legal institutions influence other cultures.	SE: Cultural Assimilation, 220–221; Rome in the Mediterranean World, 244–248 TG: Notes & Support, 389–390, 428–430
N.ACC.2 I can identify and discuss how Roman and Greek art and architecture influence other cultures.	SE: Roman Villa, 45–48; Aqueducts, 207–209; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 27, 32, 35, 40, 44, 45–48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207–209, 230–233, 235–237, 246, 250, 251 TG: Discuss style of artwork, 10; Project/research Roman agriculture and country life, 91; Research aqueducts of the world, 363; Memorize seven hills and monuments of Rome, 380; Find, compare modern and ancient descriptions of Rome, 412

**A Correlation of *Ecce Romani I*, ©2009, to the
South Carolina Standards for World Language Proficiency
Novice Low (NL) and Novice Mid (NM) Proficiency Levels**

South Carolina Standards for World Language Proficiency	Ecce Romani I ©2009
N.ACC.3 I can identify and discuss how Roman and Greek languages influence the languages of other cultures.	SE: Word Study, 22–24, 57–58, 102–104, 123–126, 144–148, 196–198, 259–261 TG: The Teacher’s Guide provides the answers and additional notes for the Word Study exercises. For examples, see the following pages: 46–49, 117–120, and 451–453.
N.ACC.4 I can identify and discuss how Roman and Greek religions influence other cultures.	SE: Major Gods and Goddesses, 68–70 TG: Notes & Support, 135–136
N.ACC.5 I can identify and discuss how Roman and Greek social customs influence other cultures.	SE: For related material see the following chapters: Treatment of Slaves, 75–77; Why Is Sextus A Pest?, 119–126; Do We Stay at an Inn?, 127–136; Arrival At the Inn, 137–148; From the Inn to Rome, 185–198; At the Porta Capena, 199–210; First Morning in Rome, 223–238; A Visit to the Races, 249–261 TG: Compare Roman inns with those of today, 298; Compose review of the caupōna in simple Latin, 298; Students act out dialogue from the story, 434; Write inscriptions for charioteers, 450