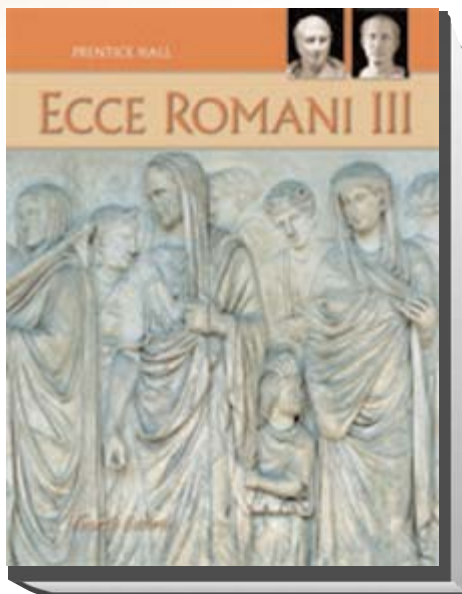


# Prentice Hall

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C O R R E L A T E D T O

Tennessee Curriculum Standards for Foreign Language:  
Classical Languages---Year Three (Emerging)

**SAVVAS**

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

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Correlated to:

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Classical Languages---Year Three (Emerging)**

<b>Tennessee Curriculum Standards for Foreign Language: Classical Languages---Year Three (Emerging)</b>	<b>Ecce Romani 3 © 2009</b>
<b>Classical Languages---Year Three (Emerging)</b>	
<b>I. Standard Number 1 (Goal One): Communicate in a Classical Language</b>	
<b>Standard Rationale:</b> This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.	
<b>Learning Expectations:</b>	
<b>1.1</b> Read, understand, and interpret Latin or Greek.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>read and understand a passage of Latin or Greek composed for acquisition of content and language skills, adapted from original authors, and selected from texts of medium difficulty (e.g., Aulus Gellius, Pliny the Younger);</li> </ul>	<b>SE:</b> 12-19, 25-31, 36-43, 46-49, 54-65, 68-79, 84-95, 98-107, 110-117, 120-124, 126-133, 140-147, 150-159, 162-171, 174-181, 182-187, 192-204, 206-211, 212-217, 220-225, 226-239, 242-259, 262-283, 288-295, 296-306
<ul style="list-style-type: none"> <li>exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;</li> </ul>	<b>SE:</b> 12-19, 25-31, 36-43, 46-49, 54-65, 68-79, 84-95, 98-107, 110-117, 120-124, 126-133, 140-147, 150-159, 162-171, 174-181, 182-187, 192-203, 206-211, 212-217, 220-225, 226-239, 242-259, 262-283, 288-296
<ul style="list-style-type: none"> <li>demonstrate reading comprehension of more difficult written passages;</li> </ul>	<b>SE:</b> 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, 123-124, 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, 204, 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, 305-306
<ul style="list-style-type: none"> <li>show a knowledge of idioms;</li> </ul>	<b>SE:</b> 14-15, 24-25, 38-39, 64-65, 94-95, 100-101, 106-107, 112-113, 122-123, 132-133, 194-195, 198-199, 210-211, 274-275, 294-295
<ul style="list-style-type: none"> <li>demonstrate a knowledge of specialized uses (e.g., datives of purpose, reference, possession, or agent). (Also ablatives, locatives)</li> </ul>	<b>SE:</b> 14-15, 18-19, 21-22, 31, 41, 46-49, 54-55, 56-59, 70-75, 78-79, 84-85, 90-93, 95, 98-99, 100, 105, 110-115, 120-123, 126-133, 142, 144-149, 156-159, 164-167, 174-177, 194-197, 202-203, 206-211, 216-217, 220-221, 236-239, 252-253, 266-267, 274-277, 300-301, 304-305

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<b>1.2</b> Use orally, listen to, and write Latin or Greek as part of the language learning process.	
<b>Performance Indicators:</b>	
The student is able to	
• read orally original passages of classical prose with meaningful phrase grouping and appropriate voice inflection;	<b>SE:</b> 306
• respond appropriately to questions, statements, commands, and other stimuli;	
• write or tell simple stories in Latin or Greek.	
<b>II. Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture</b>	
<b>Standard Rationale:</b> The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.	
<b>Learning Expectations:</b>	
<b>2.1</b> Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.	
<b>Performance Indicators:</b>	
The student is able to	
• locate prominent historical sites of the classical Mediterranean world;	<b>SE:</b> 38-39, 195
• know prominent historical characters, authors, and events of the kingdom, republic, and empire.	<b>SE:</b> 3-6, 53, 66-67, 83, 109, 125, 139, 171, 189-190, 205, 241, 261, 285-287, 297
<b>2.2</b> Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.	
<b>Performance Indicators:</b>	
The student is able to	
• demonstrate a knowledge of Greek and Roman heroes as depicted in ancient sources;	<b>SE:</b> 168-171
• identify major political figures from the Roman Republic;	<b>SE:</b> 4-5, 66-67, 83, 109, 139, 171
• demonstrate a knowledge of the Roman calendar and cosmology.	<b>SE:</b> 140-141

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<b>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge</b>	
<b>Standard Rationale:</b> Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.	
<b>Learning Expectations:</b>	
<b>3.1</b> Reinforce and further the student's knowledge of other disciplines through the classical language.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>• comprehend articles and short videos on topics studied in other classes, based on their knowledge of classical geography, history, archaeology, and rhetoric;</li> </ul>	<b>SE:</b> 13-15, 17-19, 25-27, 29-31, 37-39, 41-43, 49, 55-59, 61-65, 69-71, 73-75, 77-79, 85-95, 99-107
<ul style="list-style-type: none"> <li>• use information from other subjects in the classics class in order to make comparisons and contrasts (e.g., rhetorical structures used by Martin Luther King, Jr., Winston Churchill, and Cicero);</li> </ul>	<b>SE:</b> 95, 133
<ul style="list-style-type: none"> <li>• recognize some famous incidents from ancient history and their contributions to contemporary culture (e.g., the Gracchi).</li> </ul>	<b>SE:</b> 3-5, 139, 189-190
<b>3.2</b> Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>• recognize classical allusions in literature and art;</li> </ul>	<b>SE:</b> 19, 25, 29, 43, 129, 145, 231, 237, 255, 281, 283
<ul style="list-style-type: none"> <li>• connect the knowledge of ancient history, art, social, and political systems to modern events and systems of their own culture.</li> </ul>	<b>SE:</b> 65, 133
<b>IV. Standard Number 4 (Goal Four): Develop Insight into Own Language and Culture</b>	
<b>Standard Rationale:</b> Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.	
<b>Learning Expectations:</b>	
<b>4.1</b> Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>• demonstrate knowledge of basic Greek and Latin figures of speech used in English (e.g., anaphora);</li> </ul>	<b>SE:</b> 26-27, 69, 71, 89, 99, 103, 111, 115, 121, 133, 135, 158, 175, 183, 185, 213, 221, 236, 280, 307

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<ul style="list-style-type: none"> <li>compare and contrast classical language and grammatical patterns with those used in English (e.g., the use of periodic sentences, balanced clauses, and conditional sentences).</li> </ul>	<b>SE:</b> 28, 63, 73, 92, 95, 137, 148
<b>4.2</b> Compare and contrast the student's own culture with that of the Greco-Roman world.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>reflect on the classical influence on the military institutions, political structures, and history of Western civilization;</li> </ul>	<b>SE:</b> 3-5, 139, 189-190
<ul style="list-style-type: none"> <li>recognize the influence of classical thought and precedent on the development of laws and political structures in the United States;</li> </ul>	<b>SE:</b> 159
<ul style="list-style-type: none"> <li>recognize elements of classical, mythology, literature, and philosophy in his or her own culture.</li> </ul>	<b>SE:</b> 220-239, 262-283
<b>V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture</b>	
<b>Standard Rationale:</b> Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.	
<b>Learning Expectations:</b>	
<b>5.1</b> Use the student's knowledge of Latin and/or Greek in a multilingual world.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>combine the tools of technology with his/her language skills to produce original art and/or research;</li> </ul>	<b>SE:</b> 306
<ul style="list-style-type: none"> <li>use technology and local resources to explore educational paths for careers for which the study of classical languages is a useful prerequisite.</li> </ul>	
<b>5.2</b> Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.	
<b>Performance Indicators:</b>	
The student is able to	
<ul style="list-style-type: none"> <li>compare issues that reveal cultural differences in the ancient world with similar issues in modern culture;</li> </ul>	<b>SE:</b> 65, 107, 133, 159, 175
<ul style="list-style-type: none"> <li>participate in classical colloquia and competitions (e.g., Tennessee Junior Classical League, National Latin Exam, National Junior Classical League);</li> </ul>	

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<ul style="list-style-type: none"><li>• plan a trip to classical sites and/or to local sites which have classical influences.</li></ul>	