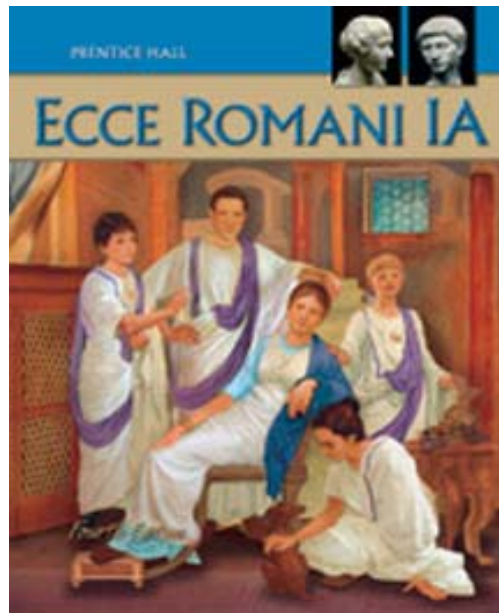


A Correlation of  
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To the  
**ACTFL**  
**American Council on the Teaching  
of Foreign Language**  
**National Standards for Foreign  
Language Education**

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| <b>Statement of Philosophy</b>  |  |
| <p><i>Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.</i></p> |  |
| <b>STANDARDS FOR FOREIGN LANGUAGE LEARNING</b>  |  |
| <p><b>COMMUNICATION</b><br/><b>Communicate in Languages Other Than English</b></p>  | <p>The study of Classical Latin is primarily concerned with the interpretation of texts and with historical and cultural understanding. While this interpretive mode is most important, <b>Ecce Romani</b> uses simple oral question and answer exercises in the interpersonal mode as a means of solidifying language acquisition. There is no instruction in conversation as there exist no native speakers of Latin. Presentations are generally in English and focus upon the literary texts, the historical and cultural issues, as well as the oral reading of the literary texts.</p> |
| <p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>   | <p>For a classical language, the equivalent of conversational exchanges is the oral rendition of literary texts. This begins with the reading aloud of the story passages in <b>Ecce Romani</b>.<br/><b>SE:</b> 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127</p> <p>In addition, <b>Ecce Romani</b> uses a series of classroom expressions, greetings, and interpersonal patterns to enhance the training in the reading and translation of Latin texts.<br/><b>SE:</b> 13, 19, 39, 74</p>   |
| <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.</p>   | <p>Students understand, interpret and answer in Latin questions based upon the readings in the <b>Responde Latine</b> sections. These exercises immediately follow text and vocabulary at the beginning of each chapter.<br/><b>SE:</b> 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127</p> <p>In addition, short <b>narrative texts</b> have been included for reading and interpretation.<br/><b>SE:</b> 9, 55</p>  |

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| <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>         | <p>Translation of the story passages into English is a primary presentation activity in a classical language.<br/> <b>SE:</b> 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127</p> <p>In addition, student composition in Latin is regularly addressed.<br/> <b>SE:</b> 5 (1c), 9 (2d), 15 (3e), 21 (4d), 27 (5d), 35 (6d), 40 (7c), 57 (8d), 66 (9d), 82 (11d), 91 (12c), 99 (13c), 108 (14f), 117 (15d), 124 (3), 129 (17d)</p> |
| <p><b>CULTURES</b><br/> <b>Gain Knowledge and Understanding of Other Cultures</b></p>  |   |
| <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> | <p>Several parts of the <b>Roman Life</b> and <b>Frontier Life</b> components address cultural practices and perspectives in Roman daily life.<br/> <b>SE:</b> 10-11, 17, 45-48, 84</p> <p>In addition, the continuous story line of the narrative passages highlights the life and cultural perspective of Roman girls, boys and their families.<br/> <b>SE:</b> 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127</p>            |
| <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>  | <p>Products and artifacts from the Roman world are addressed in a variety of <b>readings, diagrams and plates</b>.<br/> <b>SE:</b> 4, 17, 32, 35, 40, 45-48, 55, 76, 112</p> <p>In addition, classical mythology and art are addressed in the <b>Myth</b> component and with <b>plates</b>.<br/> <b>SE:</b> 27, 28-31, 43, 68-69, 85-87, 109-111</p>  |
| <p><b>CONNECTIONS</b><br/> <b>Connect with Other Disciplines and Acquire Information</b></p>   |   |
| <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p>                        | <p>Geography is addressed by the <b>maps</b> component.<br/> <b>SE:</b> xiii, xvi, 1, 28, 99, 125</p> <p>In addition, for social studies, there are readings which highlight the spread of the Roman world.<br/> <b>SE:</b> xii-xiii, 28-31, 45-48</p> <p>Finally, a <b>Timeline</b> has been included for historical reference.<br/> <b>SE:</b> endpaper</p>   |

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| <b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. | Roman daily life and the comparison and connection with the customs and character of modern culture are addressed by the <b>Roman Life</b> sections.<br><b>SE:</b> 10-11, 17, 37, 45-48, 59-61, 75-77, 84   |
| <b>COMPARISONS</b><br><b>Develop Insight into the Nature of Language and Culture</b>  |   |
| <b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.                      | English words and elements of Greek and Latin origin are regularly addressed in the <b>Word Study</b> component.<br><b>SE:</b> 22-23, 57-58, 102-103, 123-125<br><br>In addition, comparison of Latin grammatical elements with English is an integral part of the <b>Building the Meaning</b> component.<br><b>SE:</b> 4, 8, 20, 26, 34, 42-43, 64, 72, 80, 83, 90, 100, 115-116, 120-122, 139-148<br><br>Finally, idiomatic expressions may be compared to their English equivalents in the <b>Vocabulary</b> component. Complete Latin-English and English-Latin vocabularies appear at the end of the text.<br><b>SE:</b> 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 151-172 |
| <b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.                      | Comparison of the culture of Roman daily life with the students own culture is addressed by the <b>Roman Life</b> sections.<br><b>SE:</b> 10-11, 17, 37, 45-48, 59-61, 75-77, 84<br><br>In addition, art and architecture in the Roman world are addressed in a variety of <b>readings, diagrams and plates.</b><br><b>SE:</b> 4, 17, 32, 35, 40, 45-48, 55, 76, 111, 129, 130, 135   |
| <b>COMMUNITIES</b><br><b>Participate in Multilingual Communities at Home &amp; Around the World</b>   |   |
| <b>Standard 5.1:</b> Students use the language both within and beyond the school setting.   | Roman politics and history can be invaluable to an understanding of the modern world, and are addressed in selected readings from the <b>Myth</b> and <b>Roman Life</b> components.<br><b>SE:</b> 10-11, 59-61, 85-87, 109-111<br><br>Latin forms the basis of over 50% of English vocabulary and provides the student with a wealth of derivations. This is consistently addressed in the <b>Word Study</b> component.<br><b>SE:</b> 22-23, 57-58, 102-103, 123-125  |

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| <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> | <p>Roman lifestyle, art and literature are regularly addressed.<br/><b>SE:</b> 10-11, 45-48, 59-61</p> <p>In addition, Latin has been of use to many in the professions of law, government, medicine and the arts. Law and government are specifically addressed.<br/><b>SE:</b> 10-11, 59-61, 75-77, 109-111</p> |

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