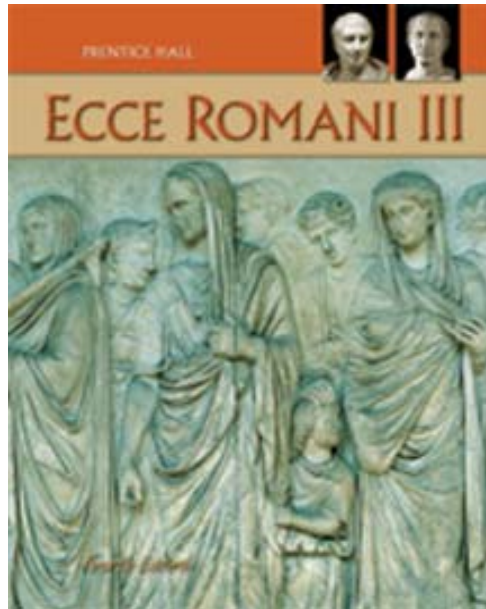


A Correlation of
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Ecce Romani III
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To the
ACTFL
**American Council on the Teaching
of Foreign Language**
**National Standards for Foreign
Language Education**

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ACTFL National Standards for Foreign Language Education	Prentice Hall Ecce Romani III ©2009
Statement of Philosophy	
<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>	
STANDARDS FOR FOREIGN LANGUAGE LEARNING	
<p>COMMUNICATION Communicate in Languages Other Than English</p>	<p>The study of Classical Latin is primarily concerned with the interpretation of texts and with historical and cultural understanding. This interpretive mode is most important, and instruction in Classical Latin at the advanced level uses only English to interpret and analyze the readings. There is no instruction in conversation as there exist no native speakers of Latin. Presentations are generally in English and the focus is upon the literary texts, the historical and cultural issues, as well as the oral reading of the literary texts. Level 3 students will read passages of original Latin, abridged but not adapted or simplified. In addition, the advanced student should be able to analyze the historical and cultural significance of the readings. Grammatical review, the completion of some finer points of syntax, and the enlargement of vocabulary will enhance the student’s ability to read authentic Latin literature.</p>
<p>Standard 1.1: 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 authentic selections in Latin, presented from a variety of literary genres. SE: Eutropius, history, 13-49; Cicero, oratory, 55-79; Caesar, political history, 85-107; Catullus, lyric poetry, 111-124; Cicero, philosophy, 127-133; Asconius vs. Cicero, political history, 141-159; Cicero, letters, 163-171; extracts from <i>Corpus Inscriptionum Latinarum</i>, 175-181; Horace, lyric poetry, 183-187 and 243-259; Augustus, political biography, 193-203; Suetonius, history, 207-211; Ovid, lyric poetry, 213-217; Virgil, epic poetry, 221-239; Ovid, epic poetry and myth, 263-283; Petronius, satire, 289-295; Pliny, letters, 297-306</p>

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SE = Student Edition

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<p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p>	<p>Comprehension Questions engage the student in extended discussion concerning the interpretation of the Latin text. SE: 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, 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>
<p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>This presentational mode is directly addressed by the Questions for Thought and Discussion component. SE: 65, 95, 107, 133, 159, 204, 225, 245, 251, 259, 271, 283, 295, 306</p> <p>In addition, a primary presentation activity in a classical language is the translation of the texts. SE: 13-49, 55-79, 85-107, 111-124, 127-133, 141-159, 163-171, 175-181, 183-187 and 243-259, 193-203, 207-211, 213-217, 221-239, 263-283, 289-295, 297-306</p>
<p>CULTURES Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>A variety of English readings serve to place the literature within its social and cultural context, especially for a modern reader. This is done by historical themes. SE: The End of the Republic and the Establishment of the Principate, 3-6, 53, 66, 67, 80-82, 83, 109, 125, 139, 173; Emperor and Empire: The Rise of the Roman Principate, 189-191, 205, 219, 241, 261, 285-287</p>

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<p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>The extensive plates component illustrates Roman art and artifacts as well as the work of later artists who drew their inspiration from Rome. SE: 2, 13, 19, 25, 29, 34, 37, 38, 39, 40, 41, 43, 45, 49, 52, 59, 63, 65, 71, 75, 77, 80, 81, 87, 89, 91, 93, 100, 101, 103, 108, 114, 119, 121, 127, 129, 138, 142, 143, 145, 149, 153, 155, 157, 158, 167, 168, 169, 175, 177, 185, 187, 188, 190, 191, 193, 195, 197, 201, 203, 205, 213, 218, 225, 231, 233, 237, 245, 247, 249, 255, 257, 263, 269, 271, 273, 275, 281, 284, 286, 291, 299, 305</p>
<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p>	
<p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>History is consistently addressed by the thematic English readings. SE: The End of the Republic and the Establishment of the Principate, 3-6, 52, 66, 67, 80-82, 83, 109, 125, 139, 173; Emperor and Empire: The Rise of the Roman Principate, 189-191, 205, 219, 241, 261, 285-287</p> <p>In addition, geography is addressed by the maps component. SE: 18, 23, 140, 147, 270, 298</p> <p>Finally, students of literature and history have the Literature and Politics graph and the Timeline chart for quick reference. SE: endpapers</p>
<p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Classical language study provides lessons and perspectives that are essential to an understanding of our own world and culture. SE: The Late Republic, The Fall of the Republic, 13-43; The Principate of Augustus, 47-52; A Corrupt Governor, 55-67; Cicero Denounces Catiline, 69-79; Customs of the Gauls, 99-107; Value of Friendship, 125-133; Violence and Civil War in the Late Republic, 141-187; Poets in the Age of Augustus, 219-283</p>

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<p>COMPARISONS Develop Insight into the Nature of Language and Culture</p>	
<p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Comparison of Latin grammatical elements with English is an integral part of the Building the Meaning component. SE: 32-34, 35, 44-45, 50-51, 96-97, 117-118, 119, 134-137, 148-149, 160-161, 240</p> <p>In addition, the Reading Note components help the student understand the text by explaining the syntax, style, and figures of speech in comparison with English. SE: 15, 17, 26, 27, 28, 30, 31, 41, 42, 57, 59, 61, 63, 69, 71, 72, 73, 76, 79, 87, 88, 89, 92, 95, 99, 100, 103, 105, 111, 115, 116, 121, 133, 142, 153, 158, 162, 164, 165, 166, 175, 179, 183, 185, 201, 207, 209, 213, 217, 220, 221, 222, 223, 227, 236, 272, 280</p>
<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>A wide variety of social and historic issues from the ancient world are addressed in the individual chapter readings. SE: The Late Republic, 13-35; The Fall of the Republic, 37-43; The Principate of Augustus, 47-49; A Corrupt Governor, 55-65; Cicero Denounces Catiline, 66-79; Two Rival Centurions, 83-95; Customs of the Gauls, 99-108; Catullus, 109-124; The Value of Friendship, 125-133; A Political Murder, 141-159; Eyewitness to Civil War, 163-171; An Exceptional Wife, 173-181; A Roman Looks at Cleopatra, 183-187; Augustus, 193-204; An Emperor's Daughter, 205-211; Poet and Princeps, 213-217; Dido and Aeneas, 221-239; Horace on Life and Love, 241-259; Ovid's <i>Metamorphoses</i>, 261-283; The Millionaire, 285-295; The Death of Pliny the Elder, 297-306</p> <p>In addition, The extensive quotes component highlights many of the famous sayings and memorable sentiments from our Classical heritage. SE: 12, 34, 57, 69, 83, 118, 126, 131, 143, 148, 150, 156, 159, 160, 166, 171, 194, 203, 279</p>

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<p>COMMUNITIES Participate in Multilingual Communities at Home & Around the World</p>	
<p>Standard 5.1: Students use the language both within and beyond the school setting</p>	<p>Students will apply the thematic English readings in their study of history and in the understanding of current political events. SE: The End of the Republic and the Establishment of the Principate, 3-6, 52, 66, 67, 80-82, 83, 109, 125, 139, 173; Emperor and Empire: The Rise of the Roman Principate, 189-191, 205, 219, 241, 261, 285-287</p> <p>In addition, literature studies and the student's own writing should benefit greatly from the figures of speech presented in many of the Reading Notes. SE: 27, 69, 71, 89, 99, 103, 111, 115, 133, 153, 158, 175, 183, 185, 213, 221, 236, 272, and Appendix I, 307</p> <p>Finally, the development of a student's own English vocabulary is greatly influenced by the derivation of English words from Latin. This can be addressed by using the Vocabulary component. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 112, 114, 116, 120, 122, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182, 184, 186, 192, 194, 196, 198, 200, 202, 206, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 242, 244, 246, 248, 250, 252, 254, 256, 258, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 304</p>

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<p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>The plates component illustrates Roman art and artifacts as well as the work of later artists who drew their inspiration from Rome.</p> <p>SE: 2, 13, 19, 25, 29, 34, 37, 38, 39, 40, 41, 43, 45, 49, 52, 59, 63, 65, 71, 75, 77, 80, 81, 87, 89, 91, 93, 100, 101, 103, 108, 114, 119, 121, 127, 129, 138, 142, 143, 145, 149, 153, 155, 157, 158, 167, 168, 169, 175, 177, 185, 187, 188, 190, 191, 193, 195, 197, 201, 203, 205, 213, 218, 225, 231, 233, 237, 245, 247, 249, 255, 257, 263, 269, 271, 273, 275, 281, 284, 286, 291, 299, 305</p> <p>Students of Ecce Romani III are exposed to a wide variety of some of the world's greatest authors and political figures.</p> <p>SE: Cicero, oratory, 55-79; Caesar, political history, 85-107; Catullus, lyric poetry, 111-124; Cicero, philosophy, 127-133; Cicero, letters, 163-171; extracts from <i>Corpus Inscriptionum Latinarum</i>, 175-181; Horace, lyric poetry, 183-187 and 243-259; Augustus, political biography, 193-203; Suetonius, history, 207-211; Ovid, lyric poetry, 213-217; Virgil, epic poetry, 221-239; Ovid, epic poetry and myth, 263-283; Petronius, satire, 289-295; Pliny, letters, 297-306</p>