

A Correlation of
Prentice Hall
Ecce Romani II
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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 II ©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. While this interpretive mode is most important, Ecce Romani 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>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 the story passages in Ecce Romani. SE: 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>Basic directions and commands carry into the second year from Ecce Romani I SE: 74</p> <p>In addition, Level II introduces a teacher and student dialogue. SE: 113</p>

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<p>Standard 1.2: 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 <i>Responde Latine</i> sections. These exercises immediately follow text and vocabulary at the beginning of each chapter. SE: 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>In addition, the original texts component introduces the student to the prose and poetry of original Latin authors. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303</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>Translation of the story passages into English is a primary presentation activity in a classical language. SE: 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>In addition, student composition in Latin is regularly addressed. SE: 15 (29f), 25 (30d), 38 (31h), 45 (32e), 68 (34g), 77 (35i), 101 (37f), 112 (38d), 122 (39e), 144 (41c), 154 (42f), 170 (43e), 202 (46d), 216 (47d), 231 (48i), 242 (49d), 270 (51e), 289 (53d), 298 (54d)</p>

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CULTURES Gain Knowledge and Understanding of Other Cultures	
<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>Many parts of the Roman Life component address cultural practices and perspectives in Roman daily life. SE: 7-9, 16-17, 54-55, 102-104, 113-115, 137-138, 155-156, 171-173, 179-180, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301</p> <p>In addition, the Frontier Life component addresses differing cultural practices and the Roman perspective on peoples at the borders of the Roman Empire. SE: 93-95, 145-147, 245-247</p> <p>Finally, there is a special section called the Multi-Cultural Tradition where the student develops a perspective on the influences of the many peoples who comprised the Roman Empire. SE: 312-322</p>
<p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>Cultural products of Roman life are addressed through a variety of diagrams and cultural readings. Students should be encouraged to articulate comparisons with modern products. SE: 32, 53, 54-55, 61, 93-95, 137-138, 145-147, 167, 171-173, 189, 205, 217-221, 230, 259, 265</p> <p>In addition, the extensive plates component illustrates Roman art and artifacts as well as the work of later artists who drew their inspiration from Rome. SE: 6-7, 8-9, 27, 28, 39, 45, 58, 64, 78, 81, 90, 93, 110, 124, 127, 129, 137, 179, 187, 195, 209, 210, 211, 232, 242, 262, 272, 281, 282, 284, 291, 298, 313-320</p>

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CONNECTIONS Connect with Other Disciplines and Acquire Information	
<p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p>Students of history and other social studies classes examine the critical periods of the Roman Republic and Empire within the History component. SE: 26-29, 78-81, 124-128, 207-211, 272-273, 312-322</p> <p>In addition the study of geography may be applied to the many maps. SE: xiv, 1, 12, 80, 126, 207, 245, 310</p> <p>Finally, the Frontier Life component addresses the geography, culture and history of peoples at the borders of the Roman Empire. SE: 93-95, 145-147, 245-247</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>The special section on the Multi-Cultural Tradition specifically addresses the perspective of the many peoples who comprised the Roman Empire. SE: 312-322</p> <p>In addition, the original texts component introduces the student to viewpoints of original Latin authors. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303</p>

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COMPARISONS	
Develop Insight into the Nature of Language and Culture	
<p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>The Word Study component is designed so that students may recognize the Latin origins of their own language and what the process of derivation says about the nature of language. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275</p> <p>In addition, comparison of Latin grammatical elements with English is an integral part of the Building the Meaning component. SE: 5-6, 13-14, 23, 34-36, 50-51, 64-65, 72-73, 91-92, 118-122, 133-134, 151, 153-154, 166-167, 176-178, 200-202, 214-216, 226-230, 240-242, 256-257, 260-261, 268-270, 278-280, 288-289, 296-298</p> <p>Finally, idiomatic expressions and the vocabulary of Latin and English form the basis of the Vocabulary component. There are also full Latin-English and English-Latin vocabularies at the end of the text. SE: 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, 369-426</p>
<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Comparison of the culture of Roman daily life with the students own culture is addressed by the Roman Life sections. SE: 7-9, 16-17, 54-55, 102-104, 113-115, 137-138, 155-156, 171-173, 179-180, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301</p> <p>In addition, the Frontier Life component addresses the cultural phenomenon of "Romanization" occurring at the borders of the Roman Empire. SE: 93-95, 145-147, 245-247</p> <p>Finally, Multi-Cultural Tradition specifically addresses the cultural connections and comparisons of the Roman Empire. SE: 312-322</p>

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COMMUNITIES	
Participate in Multilingual Communities at Home & Around the World	
Standard 5.1: Students use the language both within and beyond the school setting.	<p>Roman politics, history and sociology can be invaluable to an understanding of the modern world, and are addressed in selected readings from the History and Roman Life components. SE: 26-29, 78-81, 102-104, 113-115, 124-128, 155-156, 207-211, 217-221, 232-235, 244, 272-273, 281-284, 312-322</p> <p>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 Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275</p>
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	<p>The original texts component helps to provide students with a true Classical background for the rest of their lives, regardless of their field of further study or specialization. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303</p> <p>In addition, the plates component enhances this Classical background by illustrating Roman art and artifacts as well as the work of later artists who drew their inspiration from Rome. SE: 6-7, 8-9, 27, 28, 39, 45, 58, 64, 78, 81, 90, 93, 110, 124, 127, 129, 137, 179, 187, 195, 209, 210, 211, 232, 242, 262, 272, 281, 282, 284, 291, 298, 313-320</p>

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