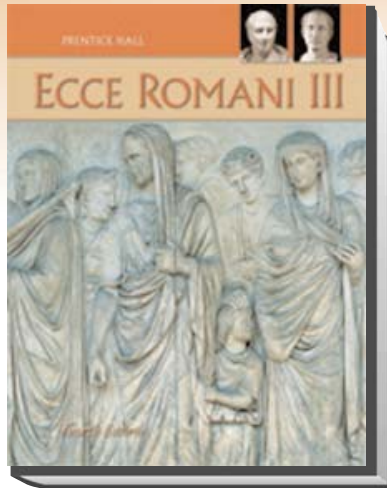


# Prentice Hall

*Ecce Romani III* © 2009



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

West Virginia Generic and Specific Evaluation Criteria for Foreign Language Level 3

**SAVVAS**

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD



(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

In addition to alignment of *Content Standards and Objectives (CSOs)*, materials must also clearly connect to **Learning for the 21<sup>st</sup> Century** which includes opportunities for students to develop

**A. Learning Skills**

- Decoding of inflections, analysis of syntax, and translation in good literate English are thinking and problem solving skills included in the **Readings** component in every chapter of **Ecce Romani**.
  - The interpretation of texts and the oral and written responses required in the **Comprehension Questions** component in every chapter build information and communication skills.
  - Thinking and Problem-Solving Skills.
  - Information and Communication Skills.
  - Interpersonal and Self-Direction Skills and use these 21 Century Tools
-

- ❑ Students first interpret texts individually, based upon the **Notes** component. Communication and group discussion are required of students in the **Background Readings and Questions for Thought and Discussion** component.
- 

## B. 21<sup>st</sup> Century Tools

- ❑ At the third level of a classical language, problem solving tools relate to the translation and interpretation of authentic texts. Such tools are amply provided in the **Reading Notes** component.
  - ❑ Internet search tools are well suited to the cultural and
- ❑ Problem-solving tools (such as spreadsheets, decision support, design tools)
  - ❑ Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)
  - ❑ Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)
-

historical  
**Background**  
**Readings** and  
may begin at  
the **PHSchool**  
website.

- E-learning is  
provided by the  
**PHSchool**  
website.  
Productivity  
tools are  
provided by the  
**Appendices**  
and  
**Vocabulary** in  
the text.
- 

“The equivalent of  
Lexile measures for a  
foreign language textbook  
would be the incremental  
complexity of the textual  
readings, and as well as  
the increasing sophistication  
of the grammatical and  
lexical components. Ecce  
Romani has constructed its  
Readings in just such a  
manner. [see TG 3 p. 2]  
The Building the  
Meaning and Vocabulary  
components are similarly  
developed.  
The teacher may  
also use the Planning and  
Pacing Chart available at  
the PHSchool website to  
plan the students’ reading  
development.”

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**C.**

**Lexile Framework**

- Lexile measures
  - Resources for teachers, parents, and students that explain how using Lexiles can improve student achievement.
- 
- 
- 
-

**INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

**2009-2015  
Foreign Language – Level I-IV**

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**For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to**

**A. Multimedia**

**The Ecce Romani** program includes **audio CD** recordings of the entire **Readings** component.

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The student Edition of **Ecce Romani** contains a code for access to the website at **PHSchool.**

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The text code is integrated by chapter

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- offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.
- provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.
- integrate technology into the curriculum.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

and activity  
with the  
**PHSchool**  
website.  
See, for  
example  
**SE:** 20, 44,  
69, 85, 99,  
117, 141,  
160, 183,  
193, 221,  
240, 260,  
289

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**B. Scientifically-Based Research Strategies**

Instructional  
Strategies  
are provided  
in the  
**Teaching  
Suggestions**  
component of  
the  
**Teachers  
Edition.**  
Readings are  
provided as  
"sense units"  
on CD-ROM  
to help  
students  
improve their  
comprehensi  
on of the  
Latin and  
build reading  
skills.

---

1. provide explicit instructional strategies to present varied teaching models including but not limited to webbing, mapping, Venn diagrams and inverted pyramids.

Writing skills  
are

---

2. promote writing skills and study techniques .

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developed in  
the

**Exercises**

which  
provides  
students with  
composition  
and  
translation  
practice.

**SE:** 21, 22,  
35, 45, 51,  
97, 118, 119,  
149, 161,  
172.

Study  
techniques  
have been  
incorporated  
into the  
extensive

**Notes**

component  
that develops  
the lexical,  
syntactical  
and  
contextual  
approaches  
needed by  
the student  
to do  
advanced  
level work.

**SE:** 12, 14,  
16, 18, 24,  
26, 28, 30,  
36, 38, 40,  
42, 46, 48,  
54, 56, 58,

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60, 62, 64,  
68, 70, 72,  
74, 76, 78,  
84, 86, 88,  
90, 92, 94,  
98, 100, 102,  
104, 106,  
110, 112,  
114, 116,  
120, 122,  
124, 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,

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268, 270,  
272, 274,  
276, 278,  
280, 282,  
288, 290,  
292, 294,  
296, 298,  
300, 302,  
304

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Differentiated instruction models are provided in the **Multiple Intelligence** component of each chapter of the **Teachers Edition**. Good teaching tips, identification of what some students may find challenging can be found under Readings/ Teaching Suggestions e.g., p. 17.

Overall, Not the same degree of

---

3. present varied teaching models with emphasis on differentiated instruction in content, process, and product.



this sort of  
resources in  
TG 3: main  
feature to  
focus on is  
the Readings  
as "Sense  
Units" which  
break the  
content into  
comprehensi  
ble chunks.

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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
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**C. Critical Thinking**

At the third level,  
**Reading Comprehension** questions move the student from mere summary to synthesis and evaluation.

**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, 127, 129, 131, 133, 141, 143, 145, 147,

1. emphasize questioning models to promote higher order thinking skills based on Bloom's Taxonomy.

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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.

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Student  
generated  
response are  
best  
represented

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2. promote student-generated responses.

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\_\_\_\_\_  
\_\_\_\_\_

by the  
**Questions  
for Thought  
and  
Discussion.**

**SE:** 65, 95,  
107, 124,  
133, 159,  
175, 204,  
225, 245,  
251, 259,  
271, 283,  
295, 306.

---

**D. Life Skills**

Discussions of  
life skills are  
introduced by  
the daily life  
and cultural  
practices  
highlighted in  
the

**Readings.**

**SE:** Customs  
of the Gauls,  
99-108;  
Catullus and  
love and  
society, 109-  
124; Cicero  
on Friendship  
125-133; An  
Exceptional  
Wife, 173-  
181; An  
Emperor's  
Daughter,  
205-211; The  
Death of Pliny

---

1. address life skills (e.g., health related concepts, goal setting, application to career oriented goals, reference tools, and researching).

the Elder,  
287, 297-305.

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The  
**Readings**  
and the  
**Background  
Readings** are  
theme based  
and provide  
students with  
the  
opportunity  
for combining  
higher literacy  
skills with co-  
operative  
learning and  
problem  
solving.

**SE:** The Fall  
of the  
Republic, 37-  
43; The  
Principate of  
Augustus, 47-  
49; Roman  
Oratory, 67;  
Roman Army,  
83-95;  
Imperial  
Propaganda,  
190; Roman  
Satire, 289-  
295

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2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving, and self-directional skills).

**E. Classroom Management**

Suggestions  
for  
independent

---

1. include opportunities for large group, small group, and independent learning.



or group work are incorporated into the **Chapter Overview** [TG3 p. 17] and **Reading Notes** components in the **Teachers Edition.**

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Classroom Management suggestions are incorporated into the **Teaching Suggestions** and Chapter Overview, [TG3 p. 17] of the **Teachers Edition.**

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At the third level, differentiated instruction becomes an issue of approach to reading comprehension and translation. These are addresses in

---

2. provide classroom management suggestions.

3. provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

the **Teaching Suggestions** of the **Teachers Edition**. **Sense Units are available as Blackline Masters on CD-ROM**

---

Emphasis at the third level is upon interpretation of texts, which is explained in the **Teaching Suggestions** [Also see Part openers, e.g., pp. 1-2 and Chapter Overviews e.g., TG3 p. 17]of the **Teachers Edition**.

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**English-to-Latin** exercises address this objective. **SE:** 21, 22, 35, 45, 51, 97, 118, 119, 149, 161, 172

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**F. Instructional Materials**

1. address varied learning styles and multiple intelligences of students by including models.

2. provide extensive and varied opportunities to practice skills.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The **Background Readings** component provides the enrichment resources.

**SE:** 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287

- 3. provide intervention, practice, and enrichment materials.

\_\_\_\_\_

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The **Background Readings** component illustrates the research-based writing addressed in this objective.

**SE:** 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125,

- 4. provide exemplars of critique and research-based writing.

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139, 173,  
189-191, 205,  
219, 241,  
261, 285-287

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Level Three is organized into theme-based units which allow for instruction in prose and poetry texts of a specific historical period.

**SE:** End of the Republic, Writers of the Late Republic, Violence and Civil War, Emperor and Empire, Two Authors of the Early Empire.

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This is addressed in the **Building the Meaning** component of the student text.

**SE:** 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240

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5. continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.

\_\_\_\_\_

6. connect previously taught skills and strategies with new content and text.

\_\_\_\_\_

\_\_\_\_\_

The **Teaching Suggestions** and the **Reading Notes** components in the **Teachers Edition** build strategies as the students' experience with authentic texts develops.

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7. cumulatively build a repertoire of multiple strategies that are introduced, applied, and integrated throughout the course of study.

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**G. Assessment**

Suggestions for assessment are incorporated into the **Teaching Suggestions** which accompany each chapter of the **Teachers Edition**.

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1. provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics, and multimedia simulations.

\_\_\_\_\_

Student understanding and ability to interpret the texts is assessed by the **Reading Comprehens**

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2. provide on-going progress monitoring.

\_\_\_\_\_

**ion**

component.  
Sense Units,  
available as  
Blackline  
Masters on  
the CD-ROM

**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,  
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,

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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

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Use of Rubrics  
is discussed in  
the **Teaching  
Suggestions**  
component of  
**the Teachers  
Edition.**

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3. provide rubric-based differentiated assessment.

_____	_____	_____	_____
_____	_____	_____	_____

## Level III Foreign Languages - Modern SPECIFIC CRITERIA FOR CONTENT AND SKILLS

The development of communication skills becomes the primary focus of Modern Foreign Languages Level III objectives. Level III students extend communication skills by expressing their own thoughts in strings of sentences. They initiate questions on a variety of topics, using acceptable, if not always precise, vocabulary, and they show some understanding of idiomatic expressions. Level III students may invent words or use circumlocution to stay in the target language and use expressive reactions to elicit more information. Level III students sustain communication, with some fluency, on familiar topics in a number of settings. With preparation, they can coordinate multiple tenses in spite of some errors. They are generally comprehensible to a sympathetic native speaker, although at times, some communicative lapses may occur.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives continues to guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Level IV and subsequent levels.

**Communication** and **Culture** are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

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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

### I. COMMUNICATION

Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:

- **Interpersonal**-interacting with others to provide and obtain information;
- **Interpretive**-understanding and interpreting what one reads, hears or views (not translation);
- **Presentational**-delivering information in spoken and written forms, tailoring it to the intended audience.

Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.



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.

**Interpersonal**

FL.O.LIII.1.01

exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses.

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For the advanced student of a classical language  
**Reading Comprehension** questions based upon authentic texts fulfill the information standard.

**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, 127, 129, 131, 133, 141, 143,

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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.

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For a classical language, the equivalent of conversational exchanges is the oral rendition of literary texts.

This begins with reading aloud the **Readings**

**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,

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FL.O.LIII.1.02

convey and express opinions with supporting details on a variety of personal and social interests.

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87, 89, 91 93,  
95, 99, 101,  
103, 105, 107,  
111, 113, 115,  
117, 121, 123,  
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

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Commands,  
instructions and  
directions are  
reviewed in the  
**Building the  
Meaning**  
component.  
**SE:** 20-22, 32-  
35, 44-45, 96-

---

FL.O.LIII.1.03

give and follow multi-step directions, instructions, and  
commands.


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97, 117-118,  
134-137, 148-  
149, 160-161,  
240.

---

At the third  
level,  
interpersonal  
responses  
should become a  
forum of  
interpretive and  
literary  
comment. The  
component  
**Questions for  
Thought and  
Discussion**  
fulfills this  
objective.

**SE:** 65, 95,  
107, 124, 133,  
159, 175, 204,  
225, 245, 251,  
259, 271, 283,  
295, 306

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**Interpretive**

For a classical  
language,  
translation of  
authentic texts  
in the **Readings**  
component  
guides the  
student to  
extract main  
ideas and  
supporting  
details.

**SE:** 13, 15, 17,  
19, 25, 27, 29,

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FL.O.LIII.1.05

ask and answer questions in settings which suggest different solutions or outcomes or make predictable ending.

FL.O.LIII.1.06

extract main ideas and supporting details gained from discussions, narratives and various authentic presentations (e.g., conversations, letters, literary texts and multi-media).

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,  
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,  
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217, 221, 223,  
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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

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Derivation of  
meaning and  
salient detail is  
directed by the  
**Notes**

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FL.O.LIII.1.07

derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multi-media).

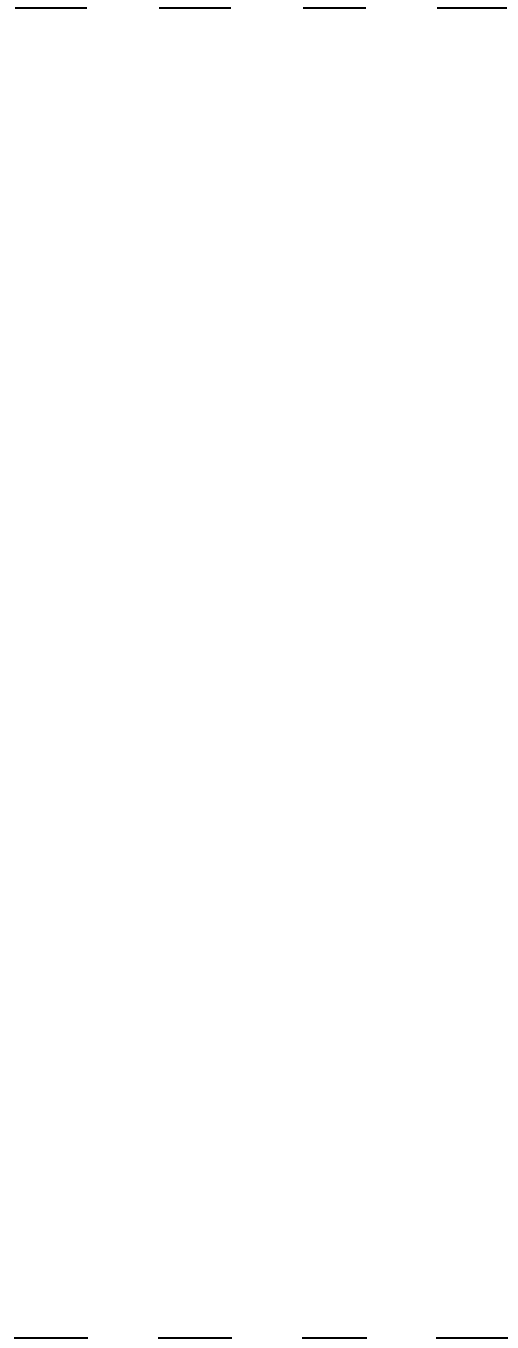
_____	_____	_____	_____
_____	_____	_____	_____

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component,  
which  
accompanies  
every Reading.

**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,  
110, 112, 114,  
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178, 180, 182,  
184, 186, 192,  
194, 196, 198,  
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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,

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302, 304.

**The Reading Comprehension**

component  
extracts

meaning from  
authentic texts.

**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,  
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,

FL.O.LIII.1.08

recognize and make sense of authentic, oral and written, level-appropriate selections by limited contextual and/or visual prompts.





277, 279, 281,  
283, 289, 291,  
293, 295, 297,  
299, 301, 303,  
305.

**Presentational**

FL.O.LIII.1.10

Incorporate acceptable intonation and pronunciation patterns.

All of the  
**Readings** are  
intended to be  
read aloud with  
accurate  
pronunciation.

**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,  
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.

In addition the reading aloud of Latin poetry is specifically highlighted in **The Meters of Roman Poetry.**

**SE:** 308-311

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Grammatical structures and syntax are reviewed in the **Building the Meaning** component.

**SE:** 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.

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**The Questions for Thought and Discussion** component provides students and teacher with an opportunity for extended

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FL.O.LIII.1.11

incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).

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FL.O.LIII.1.12

create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).

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discussion of  
issues which  
although  
personal are  
motivated by the  
text.

**SE:** 65, 95,  
107, 124, 133,  
159, 175, 204,  
225, 245, 251,  
259, 271, 283,  
295, 306

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The **Reading  
Comprehensio  
n** component  
summarizes the  
main ideas of  
the written  
texts.

**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,  
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,

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FL.O.LIII.1.13

paraphrase and/or summarize the main ideas of oral and  
written texts.



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.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

Greco Roman culture is the basis for modern western civilization and **Ecce Romani** provides the student with a thorough grounding in classical culture. Generalizations typical of the Greco-Roman world are highlighted for

**II. CULTURE**

Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following

- **Perspectives** – ideas, meanings, attitudes, values and beliefs;
- **Practices** – patterns of social interactions; and
- **Contributions** – literature, art, music, foods, exports, and leisure activities.

FL.O.LIII.2.02

discuss the origin and implications of generalizations about the target culture(s).

discussion in the  
**Readings.**

**SE:** Civil strife  
and Roman  
politics, 13-35;  
37-43; 69-79;  
Roman warfare,  
83-95; Roman  
emperors, 190,  
193-203; the  
Millionaires  
dinner party,  
285-286, 289-  
295.

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Geographical  
context is  
provided by the  
**Maps**  
component.

**SE:** 18, 23,  
140, 147, 270,  
298

The influence of  
historical and  
social factors is  
provided in the

**Background  
Readings**

**SE:** 3-5, 53,  
66-67, 80-82,  
83, 85, 108,  
109, 125, 139,  
173, 189-191,  
205, 219, 241,  
261, 285-287.

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Many of the  
behaviors and  
practices of  
Greco-Roman  
culture are

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FL.O.LIII.2.03

draw conclusions from social, geographical and historical  
factors which influence cultural practices.

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FL.O.LIII.2.04

incorporate behaviors appropriate to common social situations  
in the target culture(s).

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detailed in the  
theme based

**Readings.**

**SE:** Two Rival  
Centurions, 83-  
95; Customs of  
the Gauls, 99-  
108; Value of  
Friendship 125-  
133; An  
Exceptional  
Wife, 173-181;  
An Emperor's  
Daughter, 205-  
211; Horace on  
Life and Love,  
241-259.

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An extensive  
series of the  
**Plates** and their  
explanations  
exhibit products  
and images  
typical of Greco-  
Roman culture.

**SE:** 2, 34, 37,  
38, 39, 40, 41,  
45, 49, 52, 59,  
63, 65, 71, 75,  
80, 81, 82, 84,  
87, 89, 91, 93,  
100, 101, 103,  
108, 114, 119,  
121, 127, 138,  
142, 143, 149,  
153, 155, 157,  
158, 167, 168,  
169, 175, 177,  
185, 187, 188,  
190, 191, 193,

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FL.O.LIII.2.06

examine the role and significance of objects, images, products  
and symbols of the target culture(s).

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195, 197, 201,  
203, 205, 213,  
218, 233, 245,  
249, 257, 263,  
269, 273, 284,  
286, 291, 301.

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At the third level, the impact of Greco-Roman culture is typically of a more literary or historical nature. Several of the theme based **Readings** fulfill this objective. **SE:** Catullus and love poetry, 109-124; Cicero and civil war, 139-173; Horace and lyric poetry, 241-260; Petronius and the *Satyricon*, 285-286, 288-295.

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FL.O.LIII.2.07

analyze the impact of cultural contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).

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The theme based **Readings** fulfill this objective. **SE:** Cicero on Friendship, 125-133; Vergil and epic poetry, 221-239; Horace and lyric poetry, 241-259; Ovid and mythology,

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FL.O.LIII.2.08

examine the significance of historical and contemporary figures of the target culture(s).

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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

The classical world is the origin of many of our contemporary disciplines and cultural connections. Relevance of important issues between cultures is provided in the **Background Readings** SE: 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287  
 Greco-Roman perspective may be understood and contrasted with several of the authentic texts of the **Readings**.

**III. CONNECTIONS**

- Students will
- acquire information from and make connections to other disciplines
  - recognize the distinctive viewpoints that are available only through a language and its culture(s).
- FL.O.LIII.3.02 compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental).
- FL.O.LIII.3.03 make sense of and explain similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., newspaper stories, documentaries, commentaries).

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**SE:** Two Rival Centurions, 83-95; Customs of the Gauls, 99-108; Value of Friendship 125-133; An Exceptional Wife, 173-181; An Emperor's Daughter, 205-211; Horace on Life and Love, 241-259.

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Use of cognates and derivatives is addressed in the extensive vocabulary

**Notes.**

**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, 110, 112, 114, 116, 120, 122, 124, 126, 128, 130, 132, 140, 142, 144, 146, 150, 152, 154, 156, 158, 162, 164, 166, 168, 170, 174, 176, 178, 180, 182,

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FL.O.LIII.3.04

employ knowledge of linguistic connections (e.g., cognates, loan words, register to determine meaning of words and phrases in native and target languages.

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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,  
 302, 304.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

The study of Latin and the Greco Roman world provide excellent comparisons with our own because so much of modern language and culture is derived from it.  
 All of the Readings

**IV. COMPARISONS**

Students will

- develop insights into the complex nature and interaction of language by comparing native and target languages.
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.

FL.O.LIII.4.01

analyze and incorporate critical sound-symbol differences within target language usage.

contrast sound-  
symbol sets of  
Latin and English  
and are intended  
to be read aloud  
with accurate  
pronunciation.

**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,  
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,

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283, 289, 291,  
293, 295, 297,  
299, 301, 303,  
305.

In addition the  
principles of  
metrics and the  
reading aloud of  
Latin poetry are  
specifically  
highlighted in

**The Meters of  
Roman Poetry.**

**SE:** 308-311

Cognates, word  
roots, prefixes  
and suffixes, and  
verb formation  
are all contained  
within extensive  
vocabulary

**Notes.**

**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,  
110, 112, 114,  
116, 120, 122,  
124, 126, 128,  
130, 132, 140,  
142, 144, 146,  
150, 152, 154,  
156, 158, 162,  
164, 166, 168,  
170, 174, 176,

FL.O.LIII.4.02

analyze and apply knowledge of linguistic patterns (e.g.,  
cognates, word roots, prefixes and suffixes, verb formation) in  
order to establish and generate meaningful communication.



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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,  
302, 304.

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Language registers, figures of speech and nuances of translation are addressed in the **Reading Notes** component.

**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, 153, 158, 162, 164, 165, 166, 175, 183, 185, 201, 207,

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FL.O.LIII.4.03

select and incorporate words, expressions and behaviors that appropriately denote registers of language.

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209, 213, 217,  
220, 221, 222,  
223, 227, 236,  
272, 280

Patterns of sentence structure and syntax are contained within the **Building the Meaning** component.  
**SE:** 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.

FL.O.LIII.4.04

incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language to form comprehensible messages.

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Cross-cultural perspectives and practices may be addressed through the **Background Readings**  
**SE:** 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139, 173, 189-191, 205, 219, 241, 261, 285-287

FL.O.LIII.4.05

discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges.

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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	<i>I=In-depth</i>	<i>A=Adequate</i>	<i>M=Minimal</i>	<i>N=Nonexistent</i>	I		A		M		N

Because Latin exists today as a

**V. COMMUNITIES**  
Students will

reading language it is ideally suited for life-long learning and enrichment.

Internet resources provide the ideal resource for such activities.

**Vatican Radio**, and **Finnish news broadcast** in Latin may be supplemented by the **Conventiculum** community, (University of Kentucky, University of Massachusetts et al.) specializing in the revival of spoken Latin.

Latin has always afforded opportunities for personal and professional growth. This can be addressed in the **Background Readings** component  
**SE:** 3-5, 53, 66-67, 80-82, 83, 85, 108, 109, 125, 139,

- participate in multilingual settings at home and in the global community
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

FL.O.LIII.5.01 locate resources and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations).

FL.O.LIII.5.02 use knowledge and skills derived from the target language and its cultures to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, job shadowing, exchange programs, foreign travel, sports, cuisine, fine arts).


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173, 189-191,  
205, 219, 241,  
261, 285-287

In addition, the  
linguistic  
background  
which Latin  
provides law,  
medicine and  
many of the  
professions can  
be addressed  
within the  
vocabulary  
component of  
the **Notes**.

**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,  
110, 112, 114,  
116, 120, 122,  
124, 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,

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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,  
302, 304

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The **Junior  
Classical**

**League** at the local state and national level provides students with opportunities for use and enjoyment of the language and cultural heritage of Rome.

The **Readings**

and the

**Background**

**Readings** are theme based and deal with major historical and cultural events which are typically used in competitive *certamina* and other academic

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FL.O.LIII.5.03

investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, mentoring ELL students, translating, assisting speakers of other languages).



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contests.

**SE:** The Fall of  
the Republic,  
37-43; The  
Principate of  
Augustus, 47-  
49; Roman  
Oratory, 67;  
Roman Army,  
83-95; Imperial  
Propaganda,  
190; Roman  
Satire, 289-295

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