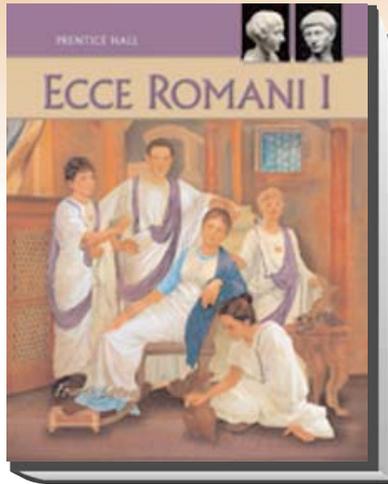# Prentice Hall
Ecce Romani I © 2009

CORRELATED TO

West Virginia Generic and Specific Evaluation Criteria for Foreign Language Level 1

SAVVAS

				II. **EQUAL OPPORTUNITY** The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	**Ecce Romani** is unique among Latin texts in that it is a story based text with females as the primary characters. While the gender roles of Greco Roman society are clearly presented for study, they are done so through the eyes of both male and female characters. The **Readings** fulfill this standard and present a balanced picture of the ancient world through modern eyes. **SE**: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240
✓	—	—			

(Vendor/Publisher) **SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT**	*(IMR Committee) Responses*									
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In addition to alignment of *Content Standards and Objectives* (CSOs), materials must also clearly connect to Learning for the 21st 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

❑ Thinking and Problem-Solving Skills.
❑ Information and Communication Skills.
❑ Interpersonal and Self-Direction Skills and use these 21 Century Tools

— — — —

Ecce Romani. 'The Story' in the Teachers Guide addresses these issues.

❑ The interpretation of texts and the oral and written responses required in the **Responde Latine** component in every chapter build information and communication skills. [Example: TG pp. 4-5]

❑ Students first interpret texts individually, based upon the **Building the Meaning** component. [Example: TG pp. 5-10] Communication and group discussion are required of students in the **Roman Life** component, and in response to the Illustrations

(Art) of other sections. [See TG pp. 9-10]

B.   **21ˢᵗ Century Tools**

- ❏ For a classical language, problem solving tools relate to the translation and interpretation of texts. Such tools are amply provided in the Vocabulary section of the Student Edition. "Teaching Suggestions" under "The Story" in every chapter address this. Also see "Deducing Meaning" found in every chapter under The Story/ Teaching Suggestions [Example: TG p. 3] and the **Building the Meaning** components. **Derivatives** activities for every chapter are available on the Teacher Site for

- ❏ 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)

teachers to print and make copies for their students.

- ❏ Internet search tools are well suited to the cultural and historical **Roman Life** 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. The Building the

Meaning and Vocabulary components are similarly developed. [See: TG Intro: pp. vii-x] The teacher may also use the Planning and Pacing Chart available at the PHSchool website to plan instruction according to the students' reading development.

      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.	1.	offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.			
The student Edition of **Ecce Romani** contains a code for access to the website at **PHSchool**	2.	provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.			
The text code is integrated by chapter and activity with the **PHSchool** website. See, for example **SE**: 3, 4, 17, 28, 49, 79, 128, 154, 186, 235, 262	3.	integrate technology into the curriculum.			

B.   Scientifically-Based Research Strategies

Instructional	1.	provide explicit instructional strategies to present varied teaching			

Strategies are provided in the **Teaching Suggestions** component of the **Teachers Guide**, which includes pre-reading [see TG pp. 2-3], Deducing meaning [p. 3], multiple intelligences [see TG p. 6 (Ch. 1), p. 28 (Ch. 3), p. 42 (Ch. 4)] and reading strategies. Teaching Suggestions in "The Story" section, TG Introduction and more resources on Teacher Site for each chapter.

models including but not limited to webbing, mapping, Venn diagrams and inverted pyramids.

Each chapter of **Ecce Romani** contains material for

2.   promote writing skills and study techniques .

recitation, memorization, reading comprehension [**Responde Latine** -TG pp. 4-5]and writing. [**Building the Meaning, Forms,** *Language Activity Book* [see TG pp. 2-3]
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

Differentiated instruction models are provided in the **Multiple Intelligences** component

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

of each chapter of the **Teachers Guide**. [see TG p. 6 (Ch. 1), p. 28 (Ch. 3), p. 42 (Ch. 4)] [Also see TPR (Total Physical Response suggestions): p. 28 (Ch. 3), p. 43 (Ch. 4), p. 147 (Ch. 10), Projects Sample pages in Level 1 Teacher's Guide: p. 36 (Ch. 3), p. 46 (Ch. 4), p. 59 (Ch. 5) , Additional Practice/ Oral Latin/Oral Practice: p. 5 (Ch. 1), p. 15 (Ch. 2), p. 80 (Ch. 7)

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C.   Critical Thinking

The **Responde Latine** component begins with simple comprehension and moves toward the higher level skills of synthesis and evaluation.
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

1.

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

Student generated responses are the essence of the

2.   promote student-generated responses.

Responde Latine component.
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

D.   Life Skills

The **Roman Life** component addresses daily life.
SE: 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258

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

The **History** component addresses mind activities and problem solving.
SE: 168-171,

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

216-218, 244-247 The **Myth** component also addresses higher level thinking skills. **SE:** 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221

E.   **Classroom Management**

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

Specific suggestions for independent or group work in **Oral Latin** [Examples: p. 5 (Ch. 1), p. 15 (Ch. 2), p. 80 (Ch. 7)] **Illustrations, [Example:** TG pp. 9-10] and **Building the Meaning,** [TG pp. 5-10], are given for each chapter of the **Teachers Guide**.

2.   provide classroom management suggestions.

Classroom Management

suggestions are incorporated into the **Teaching Suggestion**s of the **Teachers Guide.** Additional resources and teaching tips are available on the Teacher site.

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

Differentiated instruction is specifically addressed in the **Multiple Intelligences** component of the **Teachers Guide.** [Examples: TG p. 6 (Ch. 1), p. 28 (Ch. 3), p. 42 (Ch. 4)]

F.   Instructional Materials

Learning styles are addressed in each chapter of the **Teachers**

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

Guide in the **Multiple Intelligences** [Examples: TG p. 6 (Ch. 1), p. 28 (Ch. 3), p. 42 (Ch. 4)] and **Illustrations** components. [Example: TG pp. 9-10]

Regular **English-to-Latin** exercises address this objective. **SE:** 5, ex. 1c; 9, ex. 2d; 15, ex. 3e; 21, ex. 4d; 27, ex. 5d; 35, ex. 6d; 40, ex. 7c; 57, ex. 8d; 66, ex. 9d; 82, ex. 11d; 99, ex. 13c; 108, ex. 14f; 129, ex. 17d; 163, ex. 20e; 176, ex. 21c; 190, ex. 22e; 202, ex. 23c; 219, ex. 24e; 256, ex. 27d

2.   provide extensive and varied opportunities to practice skills.

| Enrichment is the primary focus of the **Roman Life** component. **SE:** 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258 | 3. | provide intervention, practice, and enrichment materials. | | | | | | | | |

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Research based writing is the focus of the **History** component. **SE:** 168-171, 216-218, 244-247.	4.	provide exemplars of critique and research-based writing.						
The **Planning and Pacing Chart** will help the teacher to	5.	continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.						

build skills over multiple sessions. It is available at the Teacher Site at the **PHSchool** website.

This is addressed in the **Building the Meaning** component of the student text.
SE: 4-5, 8-9, 14-15, 20-21, 26-27, 34-35, 40-44, 54-56, 64-67, 72-74, 80-82, 83, 90-92, 98-101, 106-108, 114-117, 120-122, 128-129, 138-140, 150-152, 160-163, 165-167, 186-192, 200-206, 212-214, 218-219, 228-229, 240-243, 252-257.
In addition,

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

the **Teaching Suggestions** in the **Teachers Guide** for the **Building the Meaning** will help the teacher connect previously taught material with new material. [Example: **Review** sections: pp. 101-106]

The **Teaching Suggestions** in the **Teachers Guide** build strategies as the students' sophistication in the language develops. [Example: "Pre-reading" Teaching Suggestions (e.g. p. 2) that appear in every chapter.]

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

G. Assessment

Suggestions for Vocabulary and Grammar assessment are incorporated into the **Teaching Suggestions** which accompany each chapter of the **Teachers Guide**. [Example: Projects: p. 36 (Ch. 3), p. 46 (Ch. 4), p. 59 (Ch. 5); Responde Latine: see TG pp. 4-5]

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

On-going progress may be monitored by the regular **Review Units** built into the text. SE: 49-51, 93-95, 131-135, 181-183, 223-225, 262-265

2. provide on-going progress monitoring.

3. provide rubric-based differentiated assessment.

FOREIGN LANGUAGE--MODERN
SPECIFIC CRITERIA FOR CONTENT AND SKILLS
LEVEL I:

The acquisition of communication skills is the primary focus of Modern Foreign Languages Level I objectives. Beginning students will develop initial proficiency by repetition, imitation and memorization. They will rely on active, concrete learning and will understand short, simple texts. They will use gestures, facial expressions, visual and/or verbal responses to facilitate successful task completion. Level I students will understand and be best understood by someone who is accustomed to working with a beginning language learner.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives will guide beginning students toward language proficiency. It is important to remember that knowledge and skills acquired in Level I are maintained and expanded in 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. The goal is for all students to learn 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. While this interpretive mode is most important, **Ecce Romani** uses simple oral

I. COMMUNICATION
Students will communicate using both <u>spoken and written forms</u> 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.

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.

INTERPERSONAL

LISTENING, SPEAKING, READING AND WRITING

Ecce Romani uses a series of classroom expressions, greetings, and interpersonal patterns to enhance the training in the reading and translation of

FL.O.LI.1.01   greet and make introductions and farewells; exchange courtesies in various social settings.

Latin texts. **SE:** 13, 19, 39, 74				

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, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240	FL.O. LI.1.02	give basic information about familiar topics (e.g., personal needs, feelings, likes and dislikes, biographical information).
Exercises that require an answer in Latin are headed by the Latin instruction **Responde Latine**. These exercises immediately follow text and vocabulary at the beginning of each chapter.	FL.O. LI.1.05	ask and answer questions in highly predictable settings using basic vocabulary on familiar topics.

SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

INTERPRETIVE

LISTENING AND READING

The listening component of **Ecce Romani** is addressed by the use of the recorded stories. **TECH: AudioCD/Audiocassette** Chapters 1-27

FL.O.LI.1.07   derive the main ideas of short conversations/ dialogues and narratives on familiar topics.

For a classical language, the reading comprehension standard is most critical. **Ecce Romani** employs a strong contextual component by using a continuous narrative with well-developed characters throughout the

FL.O.LI.1.08   recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.

entire text.
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

Although development of conversation skills is not relevant to a classical language, **Ecce Romani** regularly uses comprehension questions asked and answered in Latin. In addition, the presentational mode is regularly addressed by oral rendition of the stories in the text.

SPEAKING AND WRITING

The **Readings** component of **Ecce Romani** should be used for reading aloud of the Latin texts.
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89,

FL.O.LI.1.10   imitate comprehensible intonation and pronunciation.

97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240		
Authentic Latin inscriptions complement the cultural readings as well as addressing this objective. **SE**: 153, 192, 222, 258	FL.O.LI.1.11	present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).
The **Responde Latine** component provides the student with regular opportunities for interpretation of the Latin text in spoken and written form. **SE:** 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240	FL.O.LI.1.12	prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).
In a classical language,	FL.O.LI.1.13	state the main ideas of oral and written texts.

translation and summarization of a text passage fulfill this objective.
SE: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240

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Greco Roman culture is the basis for modern western civilization and **Ecce Romani** provides the student with a thorough grounding in classical culture.

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.

The **Roman Life** component addresses common beliefs and attitudes of Greco Roman

FL.O.LI.2.01   identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).

culture.

SE: 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258.

The **Myth** component addresses religion in ancient Rome.

SE: 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221

Geography is specifically addressed by the **Maps** component. **SE:** xiii, xvi, 1, 28, 99, 125, 154, 169, 194, 206, 208, 217, 237, 244. Social factors are addressed in several of the **Roman Life** readings. **SE:** xii-xiii, 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153-157, 164, 230-233, 258. Historical factors	FL.O.LI.2.03	identify and discuss social, geographical and historical factors influencing cultural practices.

are specifically in the **History** component. **SE:** 168-171, 216-218, 244-247.						
The appropriate equivalent for a non-spoken language is an analysis of the behaviors typical of daily life and their impact upon the culture. **SE:** 10-11, 17, 45-48, 59-61, 84, 164, 222, 258.	FL.O.LI.2.04	recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).				
Rome was one of the world's first multi-cultural societies. This feature is highlighted in several of the **Roman Life** and the **Myth** readings. **SE:** 28-31, 37, 68-69, 85-87, 154-157, 193-195, 207-209, 215, 220-222 In addition, the **Frontier Life** component	FL.O.LI.2.05	identify practices among same-language cultures.				

addresses cultural assimilation and the process of Romanization. **SE:** 193-195, 215, 220-221						
The **Roman Life** component addresses daily Life in the Greco Roman world and the cultural activities that were typical. **SE:** 10-11, 17, 45-48, 59-61, 84, 154-157, 164, 222, 258.	FL.O.LI.2.06	identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). *This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.*				
Products and images of Roman culture have been regularly included in a variety of readings, diagrams and **Plates**. **SE:** 4, 17, 32, 35, 40, 45-48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207-209, 230-233.	FL.O.LI.2.07	identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).				
Major contributions of the Roman world	FL.O.LI.2.08	give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).				

are addressed in a variety of readings. **SE:** 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258. Students use the **Myth** component to demonstrate a basic knowledge art, religion and literature in Greco-Roman culture. **SE:** 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221 Historical factors are specifically in the **History** component. **SE** 168-171, 216-218, 244-247		
Historical figures are specifically in the **History** component. **SE:** 168-171, 216-218, 244-247	FL.O.LI.2.09	identify commonly recognized historical and contemporary figures of the target culture.

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The classical world is the origin of many of our contemporary disciplines and cultural connections.

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).

Students identify interdisciplinary concepts and skills in the **Building the Meaning** component which examines the Latin language in terms of our own.
SE: 4-5, 20-21, 26-27, 34-35, 42-44, 64, 72, 80, 83, 90-92, 115-116, 120-122, 139-140, 161-163, 189-192, 200, 203-204, 212-213, 229, 252 Connections to other subject

FL.O.LI.3.01   identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.

areas are contained within the **History** component. **SE:** 168-171, 216-218, 244-247						
The **Roman Life** component provides the cross cultural connection between the Greco Roman world and our own. **SE:** 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258	FL.O.LI.3.02	Identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).				
Latin Inscriptions are used in conjunction with cultural readings to provide authentic source material. **SE:** 153, 192, 222, 258	FL.O.LI.3.03	identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).				
Students are provided with extensive study of derivatives and cognates, as well as the	FL.O.LI.3.04	recognize connections between the native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications).				

importance of Latin, in the **Word Study** component.
SE: 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261

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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.

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.

The sounds of Latin are specifically addressed in **Pronunciation of Latin.**
SE: 287-288

FL.O.LI.4.01   compare and contrast the sound-symbol association of English to that of the target language.

The Latin writing system and its use in authentic

inscriptions address this objective. **SE:** xiv-xv, 222, 258, 287-288		
This objective is fulfilled in the **Word Study** component. **SE:** 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261	FL.O.LI.4.02	identify basic linguistic elements (e.g., cognates, word roots) common to English and the target language in order to derive meaning.
Differing registers, idiomatic expressions and words are best studied by the reading and study of all of these items in the **Readings** component. **SE**: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240	FL.O.LI.4.03	recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).

The comparison of structures, common to both languages is the focus of the **Building the Meaning** component. **SE:** 4-5, 20-21, 26-27, 34-35, 42-44, 64, 72, 80, 83, 90-92, 115-116, 120-122, 139-140, 161-163, 189-192, 200, 203-204, 212-213, 229, 252	FL.O.LI.4.04	identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.
The **Roman Life** component provides the comparisons between the practices and contributions of Greco Roman culture and our own. **SE:** 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258	FL.O.LI.4.05	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.

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Because Latin exists today as a reading language it is ideally suited for life-long learning and enrichment.

V. **COMMUNITIES**
Students will
- 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.

Latin is the basis of five Romance languages and much of western civilization. The **Roman Life** component provides the cultural background for opportunities within the community.
SE: 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 207-209, 222, 230-233, 235-237, 258

FL.O.LI.5.01   locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.

In law and medicine and other career,

FL.O.LI.5.02   recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.

the use of the **Word Study** component is significant. **SE:** 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261		
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 **History** component is a good basis for this knowledge. **SE:** 168-171, 216-218, 244-247 The **Myth** component is used in the National Mythology Examination. **SE:** 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221	FL.O.LI.5.03	Identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week).