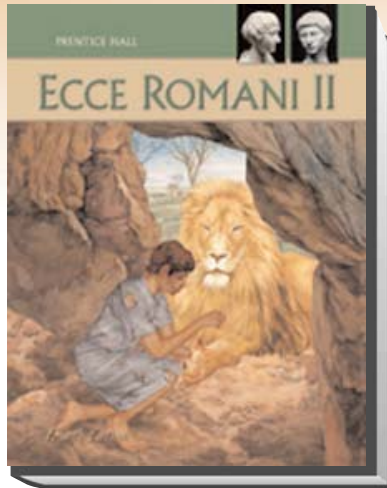


Prentice Hall

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

West Virginia Generic and Specific Evaluation Criteria for Foreign Language Level 2

SAVVAS

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

			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).	both male and female characters. The Readings fulfill this standard and present a balanced picture of the ancient world through modern eyes. 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
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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

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 **Ecce Romani**.
- The interpretation of texts and the oral and written
- Thinking and Problem-Solving Skills.
- Information and Communication Skills.
- Interpersonal and Self-Direction Skills and use these 21 Century Tools

responses
required in the
Responde
Latine
component in
every chapter
build
information and
communication
skills. [see TG2
p. 4]

- Students first
interpret texts
individually,
based upon the
Building the
Meaning
component.
[see TG2 pp. 6-
8]
Communication
and group
discussion are
required of
students in the
Roman Life
component.
[TG2 pp. 9-11]

- [Also see:
Illustrations
e.g., TG2 pp. 9-
11]
-

B. 21st Century Tools

- For a classical
language,
-

- Problem-solving tools (such as spreadsheets,
decision support, design tools)
-

problem solving tools relate to the translation and interpretation of texts. Such tools are amply provided in the **Vocabulary** and the **Building the Meaning** components of the Student Edition.

- ❑ In the Teacher Guide please see “A. Teaching Suggestions” under the “The Story” in every chapter and Deducing Meaning in every chapter under The Story/ Teaching Suggestions – [see TG2 p. 3]
 - ❑ [**Derivatives** activities for every chapter are available on the Teacher Site for teachers to print and make copies for their students.]
-

- ❑ 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)

- ❑ 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.

is integrated
by chapter
and activity
with the
PHSchool
website.
See, for
example
SE: 13, 31,
65, 93, 105,
145, 157,
165, 213,
240, 267,
305

Instructional
Strategies
are provided
in the
**Teaching
Suggestions**
component of
the
**Teachers
Guide**, which
includes pre-
reading [TG2
p. 2],
Deducing
meaning [p.
3] multiple
intelligences
[TG2 p. 10,
(Ch. 28), p.
22 (Ch. 29)]
and reading
strategies

B. Scientifically-Based Research Strategies

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



[see Teaching Suggestions in "The Story" section, Introduction and more resources on Teacher Site] for each chapter.

Each chapter of **Ecce Romani** contains material for recitation ["dictation" - see TG 2 p. 4], memorization , reading comprehension
[**Responde Latine** -see TG2 p. 4]]and writing.
[**Building the Meaning, Forms, Language Activity Book** see TG2 pp. 5-8]

2. promote writing skills and study techniques .

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

Differentiated instruction models are provided in the **Multiple Intelligence** component [TG2 p. 10, (Ch. 28), p. 22 (Ch. 29)] of each chapter of the **Teachers Guide**.
[Also see

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

TPR (Total Physical Response suggestions): p. 105 (Ch. 34), Projects [TG2 p. 68 (Ch 32)], Additional Practice/ Oral Latin TG 2 p. 4]

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C. Critical Thinking

The **Responde Latine** component begins with simple comprehensio n and moves toward the higher level skills of synthesis and evaluation.
SE: 3, 11, 21-22, 31-32, 41-42, 49-50,

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

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

Student
generated
responses are
the essence of
the

**Responde
Latine**

component.

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,

2. promote student-generated responses.

213-214,
225-226,
239-240,
255-256,
267-268

The Roman Life

component addresses daily life.

SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301

The History component addresses mind activities and problem solving.

SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273

The Original Texts

component directs the student toward higher critical thinking skills.

D. Life Skills

1. address life skills (e.g., health related concepts, goal setting, application to career oriented goals, reference tools, and researching).
2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving, and self-directional skills).

SE: 189,
194-195,
203-205, 235,
236, 271,
289, 290-292,
300-303

E. Classroom Management

Specific suggestions for independent or group work in **Oral Latin** TG 2 p. 4], **Illustrations** TG2 pp. 9-11], and **Building the Meaning** [see TG2 pp. 6-8] are given for each chapter of the **Teachers Guide**.

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

Classroom Management suggestions are incorporated into the **Teaching Suggestions** of the **Teachers Guide**.
[Additional

2. provide classroom management suggestions.

resources and teaching tips on the Teacher site.]

Differentiated instruction is specifically addressed in the **Multiple Intelligence**s component of the **Teachers Guide**. [TG2 p. 10, (Ch. 28), p. 22 (Ch. 29)]

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

F. Instructional Materials

Learning styles are addressed in each chapter of the **Teachers Guide** in the **Multiple Intelligence**s [TG2 p. 10, (Ch. 28), p. 22 (Ch. 29)] and **Illustrations** components [TG2 pp. 9-11]

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

English-to-

2. provide extensive and varied opportunities to practice skills.

Latin

exercises
address this
objective.

SE: 15, 25,
38, 45, 68,
77, 101, 112,
122, 144,
154, 170,
202, 216,
231, 242,
270, 289, 298

The **Roman
Life**

component
provides the
enrichment
resources.

SE: 39, 54-
55, 61, 203-
205, 217-221,
232-235, 244,
262-263, 271,
281-284, 285,
293, 299-301

3. provide intervention, practice, and enrichment materials.

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Research

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

based writing is the focus of the **History** component.

SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273

The **Planning and Pacing Chart** will help the teacher to 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: 5-6, 13-14, 23, 34-36, 50-51, 64-65, 72-73, 91-92, 118-122, 133-134, 153-154, 166-167,

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.

176-178,
200-202,
214-216,
226-227,
240-242,
256-257,
260-261,
268-270,
278-280,
288-289,
296-298

In addition,
the **Teaching
Suggestions**
in the
**Teachers
Guide** for the
**Building the
Meaning** will
aid the
teacher
connect
previously
taught
material with
new material.
[See **Review**
sections: eg-
pp. 89-95]

The **Teaching
Suggestions**
in the
**Teachers
Guide** build
strategies as
the students'
sophistication
in the

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

_____	_____	_____	_____
_____	_____	_____	_____

language develops. [See "Pre-reading" Teaching Suggestions (e.g. [TG2 p. 2]) that appear in every chapter.]

G. Assessment

Suggestions for Vocabulary and Grammar assessment are incorporated into the **Teaching Suggestions** which accompany each chapter of the **Teachers Guide**.
Projects: [TG2 p. 68 (Ch 32)],
Responde Latine: [see TG2 p. 4]

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

2. provide on-going progress monitoring.

Review

Units built into the text.

SE: 56-60,
105-107,
157-162,
192-196,
250-253,
304-307

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

3. provide rubric-based differentiated assessment.

_____	_____	_____	_____
_____	_____	_____	_____

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

The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Errors may occur as creativity increases. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native.

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

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. While this interpretive

I. COMMUNICATION

Students will communicate using both spoken and written forms of the target language to demonstrate a wide range 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 reading and writing skills.

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.

INTERPERSONAL

Exercises that require an answer in Latin are headed by the Latin instruction

Responde

Latine. These exercises begin with simple comprehension and summary of information gathered from the reading.

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

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

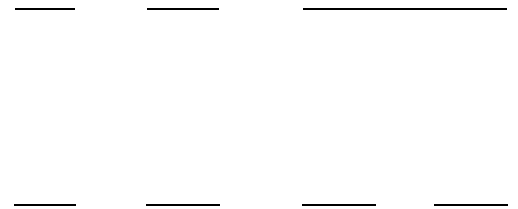
FL.O.LII.1.01

LISTENING, SPEAKING, READING AND WRITING

exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.

FL.O.LII.1.02

exchange and understand information including preferences and emotions.



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

The **Responde
Latine** exercises
develop to a
higher plateau of
synthesis and
evaluation.

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-

FL.O.LII.1.05

ask and answer questions in settings that lead to a number of alternative and predictable responses.

226, 239-240,
255-256, 267-
268, 277-278,
287, 295-296

INTERPRETIVE

The oral/aural component of **Ecce Romani** is enhanced by the use of the recorded stories.

TECH:

AudioCD/Audio cassette

Chapters 28-54

For a classical language, the reading comprehension standard is most critical. **Ecce Romani** uses an extended narrative approach with a continuous story line in the **Readings** component.

SE: 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,

LISTENING AND READING

FL.O.LII.1.06

determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).

FL.O.LII.1.07

derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.

183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296

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.

FL.O.LII.1.08

recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts.

PRESENTATIONAL

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

SPEAKING AND WRITING

mode is regularly addressed by oral rendition of the stories in the text.

The **Readings** component of **Ecce Romani** should be used for reading aloud of the Latin texts.

SE: 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

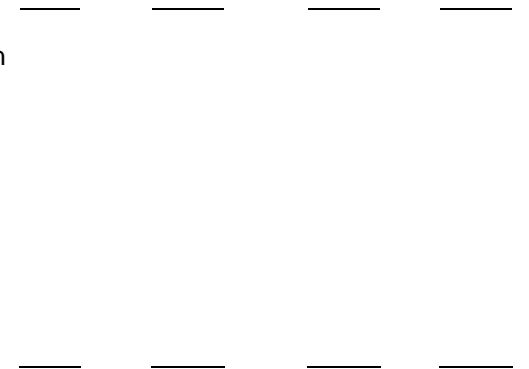
The **Responde Latine** component provides the student with regular opportunities for interpretation of the Latin text in spoken and written form.

FL.O.LII.1.11

prepare and present brief oral and written texts using basic verb tenses.

FL.O.LII.1.12

create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).



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

In a classical language, translation and summarization of a text passage fulfill this objective.

FL.O.LII.1.13

state the main ideas and pertinent details of oral and written texts.

SE: 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

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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.

Geography is specifically addressed by the **Map** component.
SE: xiv, 1, 12, 80, 126, 207, 245, 310.
Major social and historical factors are addressed within the **History** component.
SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273.

FL.O.LII.2.03

discuss the implications of social, geographical and historical factors influencing cultural practices.

<p>Cultural products of Roman life are addressed through a variety of Plates, Diagrams and Cultural Readings. SE: 6-7, 32, 39, 53, 54-55, 61, 93-95, 137-138, 145-147, 167, 171-173, 195, 205, 217-221, 230, 232, 259, 265, 291</p>	FL.O.LII.2.06	describe and discuss common objects, images, products and symbols of the target culture(s).				
<p>The Original Texts component introduces the student to the philosophy and literature of the ancient world. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303. Readings in Myth and Roman Religion supplement this objective. SE: 187-188, 281-284</p>	FL.O.LII.2.07	explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture(s).				

Major historical figures are addressed within the **History** component.
SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273

FL.O.LII.2.08

identify major historical and contemporary figures of the target culture(s).

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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).

Relevance of important issues is best studied within the **Roman Life** component.
SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.

FL.O.LII.3.02

explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).

<hr/> <p>Students are guided to make appropriate connections in the Original Texts component. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303</p> <hr/>	FL.O.LII.3.03	<p>discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).</p>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/> <p>Cognates, derivates and loan words are addressed in the Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275 Connections of syntax and language structures are addressed in 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, 153-154, 166-167, 176-178, 200-202, 214-216, 226-227, 240-242, 256-</p> <hr/>	FL.O.LII.3.04	<p>give examples of connections between native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications, syntax).</p>	<hr/>	<hr/>	<hr/>	<hr/>

study of all of these items in the **Readings** component.

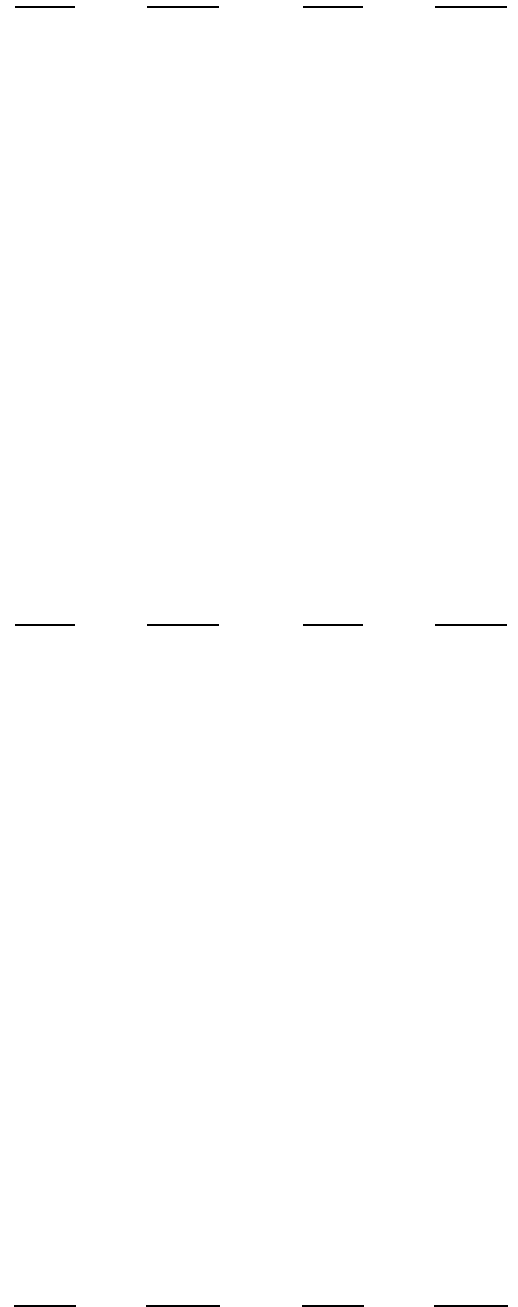
SE: 22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296

Comparisons of syntax and language structures are addressed in 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, 153-154, 166-167, 176-178, 200-202, 214-216, 226-227, 240-242, 256-257, 260-261, 268-270, 278-280, 288-289,

FL.O.LII.4.04

employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.



296-298

This objective is addressed in the **Roman Life** component.

SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301;

and again in the **Frontier Life** and the **Multicultural Tradition** components

SE: 93-95, 145-147, 245-247, 312-321

FL.O.LII.4.05

identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.

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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.

A classical background has

FL.O.LII.5.02

develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target

for centuries provided significant opportunity for personal and professional growth. This can be seen in the

Roman Life component.

SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301

In law and medicine and other career, the use of the **Word Study**

component is significant.

SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275

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

language and its culture(s).

FL.O.LII.5.03

identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting.

History

component is a good basis for this knowledge.

SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273

The **Myth**

component is used in the National Mythology Examination.

SE: 187-188, 281-284

