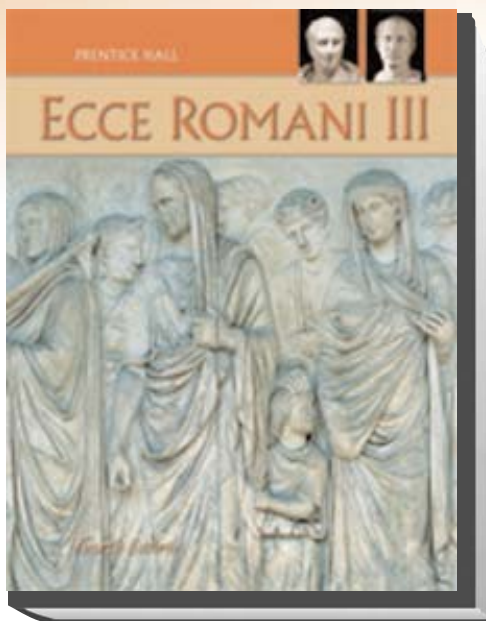


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C O R R E L A T E D T O

Arkansas Foreign Language Curriculum Frameworks for
High School Latin 2
High School

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Arkansas Foreign Language Curriculum Frameworks for High School Latin 2*

ARKANSAS FOREIGN LANGUAGE CURRICULUM FRAMEWORKS FOR HIGH SCHOOL LATIN 2*	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p><i>*Note from Publisher: This textbook has been designed for Level 3 and has been correlated to the highest level of standards available (Level 2). The correlation includes notes that explain how the content of Ecce Romani III © 2009 meets and exceeds Level 2 standards.</i></p>	
<p>Latin II Foreign Language Framework Revised 2007 Arkansas Department of Education</p>	
<p>Latin II continues the introduction to classical Latin with additional instruction in vocabulary, grammar, and more complex <i>syntax</i>. Reading and translating selections from ancient works build comprehension ability. The course includes advanced discussions of Roman life and culture. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Latin II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Latin II may be used to partially fulfill this requirement. Latin I is a prerequisite for this course. Arkansas Department of Education approval is not required.</p>	
<p>Strand: Communication</p>	
<p>Standard 1: Students shall read, understand, and translate Latin (interpretive).</p>	
<p>CMC.1.LII.1 Translate passages of Latin adapted from original authors</p>	<p>All translation passages in the third level are taken from Readings of original, unadapted Latin authors. 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.</p>
<p>CMC.1.LII.2 <i>Parse</i> words</p>	<p>Syntactical analysis, “parsing”, is the focus of the Building the Meaning component. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.</p>
<p>CMC.1.LII.3 Interpret vocabulary, <i>inflections</i>, and <i>syntax</i> appropriate to level of study</p>	<p>Interpretation of vocabulary, inflections and syntax are guided by the Notes 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, 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, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304.</p>

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<p>CMC.1.LII.4 Demonstrate reading comprehension by interpreting the meaning of passages</p>	<p>Reading Comprehension questions accompany each of 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, 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.</p>
<p>Standard 2: Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).</p>	
<p>CMC.2.LII.1 Respond to questions, statements, commands, and other stimuli</p>	<p>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.</p>
<p>CMC.2.LII.2 Use vocabulary, <i>inflection</i>, and <i>syntax</i> appropriate to the level of study</p> <ul style="list-style-type: none"> • declensions • conjugations 	<p>A complete Latin to English Vocabulary is provided. SE: 331-351 All inflections, declensions and conjugations occurring in the Readings are compiled in the Forms component. SE: 32, 44, 312-330. Syntax is developed in the Building the Meaning component. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.</p>
<p>CMC.2.LII.3 Write phrases and sentences (e.g., board drills, word games, puzzles)</p>	<p>At the third level, the refinement of translation skills supersedes writing and composition. The Exercises component provides students with just this sort of syntactical analysis and translation practice. SE: 21, 22, 35, 45, 51, 97, 118, 119, 149, 161, 172.</p>
<p>CMC.2.LII.4 Respond to open-ended questions</p>	<p>Student responses at the third level of a classical language should be based upon interpretive and literary discussion. 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.</p>

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<p>Standard 3: Students shall present to an audience of listeners and/or readers in Latin (presentational).</p>	
<p>CMC.3.LII.1 Read aloud with accurate pronunciation</p>	<p>All of the Readings are intended to be read aloud. 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</p>
<p>CMC.3.LII.2 Compose complex phrases and compound sentences</p>	<p>At the third level of a classical language, composition is superseded by analysis of the context, nuance and literary qualities of the Readings. The Reading Notes component provides students with notes on grammar and syntax, figures of speech, and literary style. 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, 209, 213, 217, 220, 221, 222, 223, 227, 236, 272, 280.</p>
<p>Strand: Culture</p>	
<p>Standard 4: Students shall demonstrate an understanding of the <i>practices</i> of the Greco-Roman culture (<i>practices</i>).</p>	
<p>CLT.4.LII.1 Explain social, geographic, and historical factors that influenced past and present cultural <i>practices</i> (e.g., war, religion, geological changes)</p>	<p>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.</p>
<p>CLT.4.LII.2 Investigate influences of the Greco-Roman empire on modern civilization (e.g., democracy, funeral games to Olympic Games)</p>	<p>The Readings and the Background Readings are theme based and deal with major historical and cultural events which helped determine the course of modern civilization. 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</p>

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<p>CLT.4.LII.3 Interpret common words, phrases, mottos, or <i>idioms</i> that reflect the Greco-Roman culture</p>	<p>The cultural roots of words, phrases and idioms are provided in the Notes component. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 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, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304.</p>
<p>CLT.4.LII.4 Explain gestures and behaviors appropriate to the Greco-Roman culture (e.g., Roman baths, amusements, social hierarchy)</p>	<p>Many of the practices of Greco-Roman culture are 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.</p>
<p>Standard 5: Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (<i>products</i>).</p>	
<p>CLT.5.LII.1 Categorize objects, images, <i>products</i>, and symbols of the Greco-Roman culture (e.g., plumbing, concrete, sculpture, architecture, mosaics)</p>	<p>An extensive series of the Plates and their explanations exhibit products 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, 195, 197, 201, 203, 205, 213, 218, 233, 245, 249, 257, 263, 269, 273, 284, 286, 291, 301.</p>
<p>CLT.5.LII.2 Investigate influences of the Greco-Roman culture on modern civilization (e.g., plumbing, concrete)</p>	<p>At the third level, The "products" of Greco-Roman culture are 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 <i>Satyricon</i>, 285-286, 288-295.</p>
<p>CLT.5.LII.3 Discuss the development of philosophy, literature, art, and religion of the Greco-Roman culture (e.g., mythology, Socratic method)</p>	<p>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, 261-283.</p>

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<p>Standard 6: Students shall demonstrate an understanding of the <i>perspectives</i> of the Greco-Roman culture (<i>perspectives</i>).</p>	
<p>CLT.6.LII.1 Describe daily routines and cultural <i>practices</i></p>	<p>Daily life and cultural practices are 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 the Elder, 287, 297-305.</p>
<p>CLT.6.LII.2 Discuss common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstition, politics, slavery)</p>	<p>Generalizations typical of the Greco-Roman world are highlighted for 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.</p>
<p>Strand: Connections</p>	
<p>Standard 7: Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).</p>	
<p>CNN.7.LII.1 Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English language arts, foreign languages, math, social science, history, science, technology, fine arts)</p>	<p>The Notes component allows students to apply Latin to modern specialized vocabulary. 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, 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.</p>
<p>CNN.7.LII.2 Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech)</p>	<p>The Building the Meaning and the Reading Note components allow students to apply their knowledge of Latin syntax and structure to other areas. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240. 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, 209, 213, 217, 220, 221, 222, 223, 227, 236, 272, 280.</p>

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<p>Strand: Connections</p>	
<p>Standard 8: Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (global <i>perspectives</i>).</p>	
<p>CNN.8.LII.1 Analyze plots and themes of Greco-Roman myths in the literature of other cultures</p>	<p>The <i>Metamorphoses</i> of Ovid provides the ideal sourcebook for the use of myth in other literatures. SE: 261-283</p>
<p>CNN.8.LII.2 Relate knowledge of geography and political boundaries of the ancient world to the modern world</p>	<p>Geographical context for both ancient and modern worlds is provided by the Maps component. SE: 18, 23, 140, 147, 270, 298.</p>
<p>CNN.8.LII.3 Examine the connections of social and political systems of ancient history to events and systems in the modern world</p>	<p>The connection of Roman social and political systems to the modern world is highlighted in several of the Readings. SE: The Late Republic, 13-31; The Fall of the Republic, 37-43; A Corrupt Governor, 55-65; A Political Murder, 139-171; Augustus, 193-203; An Emperor’s Daughter, 205-211.</p>
<p>CNN.8.LII.4 Compare and contrast literature and art of the Greco-Roman culture to that of the modern world</p>	<p>The connection of Roman literature and art is extensively addressed in many of the Readings. SE: Catullus and love Poetry, 109-124; Cicero and essay, 125-133; Vergil and epic poetry, 221-239; Horace and lyric Poetry, 241-259; Ovid and mythology, 261-283; Petronius and satire, 285-286, 288-295.</p>
<p>Strand: Comparisons</p>	
<p>Standard 9: Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).</p>	
<p>CMP.9.LII.1 Use <i>cognates/derivatives</i></p>	<p>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, 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.</p>

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<p>CMP.9.LII.2 Use <i>idiomatic expressions</i></p>	<p>Idiomatic expressions are addressed in the Notes component. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 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, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304.</p>
<p>CMP.9.LII.3 Compare language structures in Latin to English</p>	<p>Comparison of language structures is highlighted in the Building the Meaning component. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.</p>
<p>CMP.9.LII.4 Compare forms of address in a variety of familiar situations <ul style="list-style-type: none"> • <i>vocative case</i> </p>	<p>Forms of address are taught in lower levels. At this level, comparisons may be made to the form and style of address in oratory and that of lyric poetry. SE: Cicero, 55-79; Catullus, 109-124. In addition, Vocative forms are addressed in the Forms component of the Appendix. SE: 312-330.</p>
<p>CMP.9.LII.5 Compare and contrast the writing systems of Latin and English</p>	<p>The Latin writing system is fully covered in Ecce Romani I (xiv-xv, 287-288). It is reviewed in Ecce Romani II with several authentic inscriptions (235, 282, 300-301). Authentic Roman inscriptions are included in the third level as well. SE: 52, 108, 127, 155, 225.</p>
<p>Standard 10: Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).</p>	
<p>CMP.10.LII.1 Compare daily living patterns of the Greco-Roman culture to modern cultures (e.g., food, mealtimes, cooking, transportation, shopping, body language, greetings)</p>	<p>Daily living patterns of Greco-Roman culture are addressed for comparison 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 the Elder, 287, 297-305.</p>
<p>CMP.10.LII.2 Examine holidays and celebrations unique to the Greco-Roman culture</p>	<p>Although this standard is more typical of the elementary levels, level three Readings do include a study of Gallic celebrations and rituals. SE: Customs of the Gauls, 99-108</p>

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Strand: Communities	
Standard 11: Students shall use knowledge of Latin in a multilingual world (involvement).	
CMN.11.LII.1 Apply knowledge of Latin in studying another language	The structure of Latin as the base for all Romance languages can be seen in the Building the Meaning component. SE: 20-22, 32-35, 44-45, 96-97, 117-118, 134-137, 148-149, 160-161, 240.
CMN.11.LII.2 Apply knowledge of Latin to understand specialized vocabulary (e.g., advertisements, occupations)	Use of Latin roots and words as the basis for specialized vocabulary can be derived from the extensive Notes component. SE: 12, 14, 16, 18, 24, 26, 28, 30, 36, 38, 40, 42, 46, 48, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 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, 268, 270, 272, 274, 276, 278, 280, 282, 288, 290, 292, 294, 296, 298, 300, 302, 304.
CMN.11.LII.3 Apply knowledge of Latin in communicating with other language learners	At the third level of a classical language, communication with other learners typically centers on interpretation, analysis and literary criticism. 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.
Standard 12: Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).	
CMN.12.LII.1 Participate in enrichment activities (e.g., Olympic games, festivals, mock elections)	The connection of Roman social and political systems to the modern world is highlighted in several of the Readings . SE: The Late Republic, 13-31; The Fall of the Republic, 37-43; A Corrupt Governor, 55-65; A Political Murder, 139-171; Augustus, 193-203; An Emperor's Daughter, 205-211.
CMN.12.LII.2 Predict use of Latin in everyday personal and professional life	Our personal and professional inheritance from the Greco-Roman world centers on many of the Readings from Latin literature 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 the Elder, 287, 297-305.