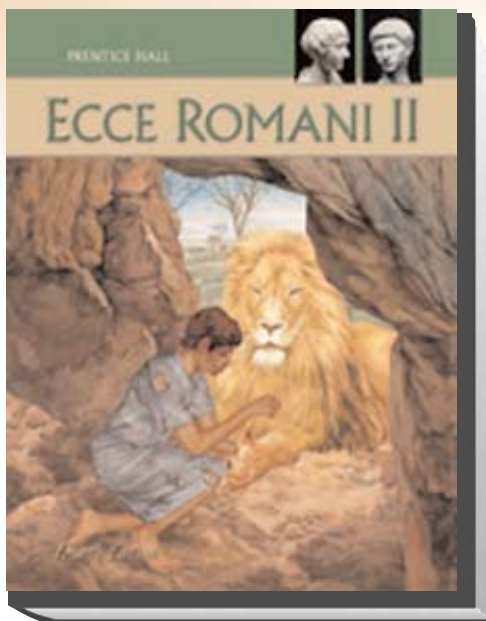


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C O R R E L A T E D T O

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

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<p>ARKANSAS FOREIGN LANGUAGE CURRICULUM FRAMEWORKS FOR HIGH SCHOOL LATIN 2</p>	<p>PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))</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>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. In addition there are Supplemental Passages for translation, which gradually introduce original Latin texts. SE: 37, ex. 31f; 52, ex. 33c; 68-69, ex. 34h and ex. 34i; 128, ex. 39g; 192, ex. Xc; 236-237, ex. 48j; 243, ex. 49e; 264, ex. 50e; 289, ex. 53c, 290, ex. 53e; 292, ex. 53f; pgs. 302-303, ex. 54e and ex. 54f</p>
<p>CMC.1.LII.2 <i>Parse</i> words</p>	<p>The grammar and syntax of the Readings have been graded syntactically to provide regular opportunity for parsing and analysis. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</p>
<p>CMC.1.LII.3 Interpret vocabulary, <i>inflections</i>, and <i>syntax</i> appropriate to level of study</p>	<p>A running Vocabulary component accompanies each passage. 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. Inflections and syntax are regularly 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, 296-298.</p>

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<p>CMC.1.LII.4 Demonstrate reading comprehension by interpreting the meaning of passages</p>	<p>Reading and interpretation of the Readings component form the core component of the course. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</p>
<p>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>Students respond to questions and statements based upon the reading passages in 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, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</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>Review Units address the usage of vocabulary, inflections and syntax. SE: 56-60, 105-107, 157-162, 192-195, 250-253, 304-307. All declensions and conjugations are then reviewed in the Forms section of the appendix. SE: 323-339.</p>
<p>CMC.2.LII.3 Write phrases and sentences (e.g., board drills, word games, puzzles)</p>	<p>Review Units contain sentence completions and drills. SE: 56-60, 105-107, 157-162, 192-195, 250-253, 304-307.</p>
<p>CMC.2.LII.4 Respond to open-ended questions</p>	<p>Many of the Responde Latine questions require synthesis and thoughtful consideration, rather than summary. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</p>
<p>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>Accurate pronunciation and meaningful inflection are best developed by oral recitation of the Readings in each chapter. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</p>
<p>CMC.3.LII.2 Compose complex phrases and compound sentences</p>	<p>English-to-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.</p>

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Strand: Culture	
Standard 4: Students shall demonstrate an understanding of the <i>practices</i> of the Greco-Roman culture (<i>practices</i>).	
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)	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.
CLT.4.LII.2 Investigate influences of the Greco-Roman empire on modern civilization (e.g., democracy, funeral games to Olympic Games)	The Frontier Life and the Multicultural Tradition components address this objective. SE: 93-95, 145-147, 245-247, 312-321.
CLT.4.LII.3 Interpret common words, phrases, mottos, or <i>idioms</i> that reflect the Greco-Roman culture	Mottos, idiomatic expressions, words and phrases that reflect Roman culture are addressed in the Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
CLT.4.LII.4 Explain gestures and behaviors appropriate to the Greco-Roman culture (e.g., Roman baths, amusements, social hierarchy)	Gestures and behaviors are 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.
Standard 5: Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (<i>products</i>).	
CLT.5.LII.1 Categorize objects, images, <i>products</i> , and symbols of the Greco-Roman culture (e.g., plumbing, concrete, sculpture, architecture, mosaics)	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.
CLT.5.LII.2 Investigate influences of the Greco-Roman culture on modern civilization (e.g., plumbing, concrete)	The Frontier Life and the Multicultural Tradition components address this objective. SE: 93-95, 145-147, 245-247, 312-321.
CLT.5.LII.3 Discuss the development of philosophy, literature, art, and religion of the Greco-Roman culture (e.g., mythology, Socratic method)	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.
Standard 6: Students shall demonstrate an understanding of the <i>perspectives</i> of the Greco-Roman culture (<i>perspectives</i>).	
CLT.6.LII.1 Describe daily routines and cultural <i>practices</i>	The Roman Life component addresses all aspects of daily life in ancient Rome. SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.

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CLT.6.LII.2 Discuss common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstition, politics, slavery)	Rituals, gender roles, superstitions, politics and slavery are addressed. SE: 7-9, 26-29, 78-81, 93-95, 124-127, 189, 244, 262-263, 265, 271, 299-301.
Strand: Connections	
Standard 7: Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).	
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)	The Word Study component addresses the use of Latin in specialized vocabulary throughout other disciplines. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
CNN.7.LII.2 Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech)	Students learn to apply their understanding of Latin to language in general through 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, 296-298.
Strand: Connections	
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>).	
CNN.8.LII.1 Analyze plots and themes of Greco-Roman myths in the literature of other cultures	The Original Texts component introduces the student to the plots and themes of original Latin authors. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303. In addition, Ovid's <i>Metamorphoses</i> is highlighted in the Myth component. SE: 187-188.
CNN.8.LII.2 Relate knowledge of geography and political boundaries of the ancient world to the modern world	Geography is specifically addressed by the Maps component. SE: xiv, 1, 12, 80, 126, 207, 245, 310. Political boundaries and the transition to the modern world are highlighted in the Frontier Life and Multicultural Tradition components. SE: 93-95, 145-147, 245-247, 312-321.
CNN.8.LII.3 Examine the connections of social and political systems of ancient history to events and systems in the modern world	Connections of social and political systems can be addressed within the History component. SE: 26-29, 78-81, 124-127, 207-211, 245-247, 272-273.

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<p>CNN.8.LII.4 Compare and contrast literature and art of the Greco-Roman culture to that of the modern world</p>	<p>Literature is addressed within the Original Texts component. SE: 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303. Art, both original and that inspired by the art of the Greco-Roman world is addressed by the many Plates. SE: 6-7, 9, 27, 28, 39, 45, 58, 64, 78, 81 93, 110, 124, 127, 129, 138, 179, 181, 187, 209, 210, 211, 223, 262, 272, 281, 282, 284, 291, 313, 314, 317,</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>The Word Study component trains the student to regularly use cognates and derivatives in the vocabularies of the individual lessons. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.</p>
<p>CMP.9.LII.2 Use <i>idiomatic expressions</i></p>	<p>Idiomatic expressions are addressed in the Vocabulary component which accompanies each reading passage. SE: 3, 11, 21-22, 31-32, 41-42, 49-50, 63, 71-72, 87-88, 97-98, 109-110, 117-118, 131-132, 143, 149-150, 165-166, 175-176, 183-184, 199-200, 213-214, 225-226, 239-240, 255-256, 267-268, 277-278, 287, 295-296.</p>
<p>CMP.9.LII.3 Compare language structures in Latin to English</p>	<p>The Building the Meaning component leads the student to compare the structure of Latin and English. 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, 296-298.</p>
<p>CMP.9.LII.4 Compare forms of address in a variety of familiar situations</p> <ul style="list-style-type: none"> • <i>vocative case</i> 	<p>Direct address is regularly used in the Readings component, for example. SE: 3, 11, 22, 31, 41, 287. The Vocative case is taught in Ecce Romani I (pg. 56), but reviewed in the Forms component and again in the Reference Grammar. SE: 323, 349.</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 the second level with several authentic inscriptions. SE: 235, 282, 300-301.</p>

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Standard 10: Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).	
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)	Students are urged to make comparisons of modern life to that of Ancient Rome 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.
CMP.10.LII.2 Examine holidays and celebrations unique to the Greco-Roman culture	Students are urged to make comparisons of modern holidays and celebrations to those of ancient Rome in the Roman Life component. SE: 54-55, 217-221, 232-235, 262-264, 271, 281-284, 299-303.
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	Latin as the basis for the five Romance languages, as well as its relationship with English, is included in the Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
CMN.11.LII.2 Apply knowledge of Latin to understand specialized vocabulary (e.g., advertisements, occupations)	Uses of Latin in the professions and the community are addressed in the Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.
CMN.11.LII.3 Apply knowledge of Latin in communicating with other language learners	The Responde Latine component is the basis for oral and written communication with other learners. 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.
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 Roman Life component provides the background for a wide variety of enrichment activities. SE: 39, 54-55, 61, 203-205, 217-221, 232-235, 244, 262-263, 271, 281-284, 285, 293, 299-301.
CMN.12.LII.2 Predict use of Latin in everyday personal and professional life	The use of Latin in everyday life is addressed in the Word Study component. SE: 46-47, 82-85, 139-141, 190-191, 247-249, 274-275.