

A Correlation of



to the

**Florida Latin 3 Honors Standards
CPALMS Course Code 0706320**

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

**2019–2020 State of Florida Instructional Materials Adoption
World Languages, CTE, and Computer Science**

SUBMISSION TITLE: Ecce Romani III
GRADE LEVEL: 9-12
COURSE TITLE: Latin 3 Honors
COURSE CODE: 0706320
ISBN: Student Edition: 9780133610901
PUBLISHER: Savvas Learning Company

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.	SE: For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.	SE: For related material see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.	SE: Level III of Ecce Romani, uses only original, unadapted works from the Roman world. The program divides these readings into units organized by historical and cultural themes. Many of these readings provide basic information about everyday life and relationships in the Latin world. For examples see the following: Customs of the Gauls, 99–108; Value of Friendship 125–133; An Exceptional Wife, 173–181; Augustus, 193–203; and An Emperor’s Daughter, 205–211; also see: Comprehension and thinking questions (examples), 13, 15, 17, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91 141, 143, 145, 147, 151, 165, 167, 169, 171, 175, 177, 179, 221, 223, 235, 237, 239, 243, 245, 247, 249, 251, 253, 293, 295, 297, 299, 301, 303, 305

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.	SE: A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Cicero on Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; An Emperor’s Daughter, 205–211; Roman warfare, 83–95; also see: Epitaph on tomb, 108; Roman curse tablet, 119; Roman banquet depicted on wall painting, 121; Sarcophagus with funeral procession, 157; Painting depicting letters on waxed tablets, 168; Relief showing Roman wedding, 175; Votive tablet, 245; Roman banquet scene, 286
WL.K12.AL.2.2:	Make inferences and predictions from a written source.	SE: Comprehension and thinking questions (readings of original, unadapted authors in Latin), 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 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
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.	SE: The Meters of Roman Poetry, 308–311; also see: Steps to Effective Reading, 7; Dividing Texts into Sense Units, 9; Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; Reading Latin Poetry, 119
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.4.1	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.	SE: For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.	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
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.	SE: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; Civil strife and Roman politics, 13–35, 37–43, 69–79; 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; Vergil and epic poetry, 221–239; Horace on Life and Love, 241–259 ; Ovid and mythology, 261–283; The Death of Pliny the Elder, 287, 297–305 ; Petronius and satire, 285–286, 288–295
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.	SE: The Late Republic, 13–31; The Fall of the Republic, 37–43; The Principate of Augustus, 47–49; A Corrupt Governor, 55–65; A Political Murder, 139–171; Augustus, 193–203; Roman warfare, 83–95; Roman emperors, 190, 193–203

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.	SE: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; Maps, 18, 23, 140, 147, 270, 298; also see: The Late Republic, 13–31; The Fall of the Republic, 37–43; A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Value of Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; Augustus, 193–203; An Emperor’s Daughter, 205–211; The Death of Pliny the Elder, 287, 297–305; also see: See the art reproductions, photographs of artifacts, and descriptions on the following pages: 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
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306; also see: <i>Ecce Romani</i> prepares students for participation in events such as the Certamen competitions sponsored by the National Junior Classical League by emphasizing features such as the following: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240; also see: Examples of Go Online (with Web Codes), 13, 20, 32, 35, 37, 50, 69, 96, 134, 151, 193, 213, 240, 260, 263, 289

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.	SE: For related material see: Comprehension and thinking questions, 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
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.	SE: For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.	SE: For related material see: Examples of Go Online (with Web Codes), 13, 20, 32, 35, 37, 50, 69, 96, 134, 151, 193, 213, 240, 260, 263, 289 Also see: TG: Chapter Resources and Readings on CD-ROM
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.	SE: For related material see: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.	SE: One of the principal suggested strategies of understanding the Latin texts is the division of longer, complex sentences into shorter sense units. Students are taught to divide sentences according to structural components and then analyze the meaning of accordingly. Explanation of this strategy and the use of sentences patterns can be found on pages 10–11. TG: The Teaching the Text article at the front of the Teacher’s Guide on pages xii–xiv reinforces the use of sense units and reminds instructors that sense unit versions of all prose readings can be found on the program’s CD-ROM.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.	SE: Comprehension and thinking questions, 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
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.	SE/TE: Questions for Thought and Discussion (about literature), 124, 133, 225, 245, 251, 259, 271, 283, 295; also see the full units on literature: Catullus and love poetry, 109–124; Vergil and epic poetry, 221–239; Horace and lyric Poetry, 241–259; Ovid and mythology, 261–283; Petronius and satire, 285–286, 288–295; The Meters of Roman Poetry, 308–311; Index of Cultural Information, 354–355

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.	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: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; also see: The Late Republic, 13–31; The Fall of the Republic, 37–43; A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Value of Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; Augustus, 193–203; An Emperor’s Daughter, 205–211; The Death of Pliny the Elder, 287, 297–305
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.	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
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.	SE: For related material see: Examples of Go Online (with Web Codes), 13, 20, 32, 35, 37, 50, 69, 96, 134, 151, 193, 213, 240, 260, 263, 289 Also see: TG: Chapter Resources and Readings on CD-ROM
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306 TG: Chapter Resources and Readings on CD-ROM

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.	SE/TE: For related material see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306; also see: Examples of Go Online (with Web Codes), 13, 20, 32, 35, 37, 50, 69, 96, 134, 151, 193, 213, 240, 260, 263, 289
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.	SE: One of the principal suggested strategies of understanding the Latin texts is the division of longer, complex sentences into shorter sense units. Students are taught to divide sentences according to structural components and then analyze the meaning of accordingly. Explanation of this strategy and the use of sentences patterns can be found on pages 10–11. TG: The Teaching the Text article at the front of the Teacher’s Guide on pages xii–xiv reinforces the use of sense units and reminds instructors that sense unit versions of all prose readings can be found on the program’s CD-ROM.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.	SE/TE: For related material see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306; also see: Examples of Go Online (with Web Codes), 13, 20, 32, 35, 37, 50, 69, 96, 134, 151, 193, 213, 240, 260, 263, 289
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.	SE: For related material see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.	SE/TE: For related material see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.	TG: Chapter Resources and Readings on CD-ROM

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.	SE: A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Cicero on Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; An Emperor’s Daughter, 205–211; Roman warfare, 83–95; also see: Epitaph on tomb, 108; Roman curse tablet, 119; Roman banquet depicted on wall painting, 121; Sarcophagus with funeral procession, 157; Painting depicting letters on waxed tablets, 168; Relief showing Roman wedding, 175; Votive tablet, 245; Roman banquet scene, 286
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)	SE: Level III of Ecce Romani, uses only original, unadapted works from the Roman world. The program divides these reading into units organized by important historical and cultural themes. Some of these include the following: The Late Republic, 13-31; The Fall of the Republic, 37-43; A Corrupt Governor, 55-65; Two Rival Centurions, 83-95; Catullus and love and society, 109-124; Value of Friendship 125-133; A Political Murder, 139-171; An Exceptional Wife, 173-181; Augustus, 193-203; An Emperor’s Daughter, 205-211; The Death of Pliny the Elder, 287, 297-305
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE: Bust of Caesar, 2; Greek vase of Hercules, 65; Bust of Cicero, 71; Mosaic, 75; Carving of Roman soldiers, 81; Bust of Minerva and stone relief of Mercury, 101; Roman banquet depicted on wall painting, 121; Wall painting of warship, 138; Bust of Cicero, 167; Painting depicting letters on waxed tablets, 168; Bust of Pompey, 169; Relief showing Roman wedding, 175; Sardonyx showing Roman couple, 177; Statue of Augustus, 188; Ara Pacis and Goddess Pax, 190; Greek vase painting of Persephone and Demeter, 213; Mosaic of Vergil, 218; Greek vase with Muse playing lyre, 257; Mosaic of Silenus, 263; Mosaic of Pan playing panpipes, 269; Roman banquet scene, 286

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.	SE: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; Maps, 18, 23, 140, 147, 270, 298; also see: The Late Republic, 13–31; The Fall of the Republic, 37–43; A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Value of Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; Augustus, 193–203; An Emperor’s Daughter, 205–211; The Death of Pliny the Elder, 287, 297–305; also see: See the art reproductions, photographs of artifacts, and descriptions on the following pages: 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
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.	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: Background Readings, 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; also see: The Late Republic, 13–31; The Fall of the Republic, 37–43; A Corrupt Governor, 55–65; Two Rival Centurions, 83–95; Catullus and love and society, 109–124; Value of Friendship 125–133; A Political Murder, 139–171; An Exceptional Wife, 173–181; Augustus, 193–203; An Emperor’s Daughter, 205–211; The Death of Pliny the Elder, 287, 297–305

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.	SE/TE: For related material see the vocabulary notes for English derivatives, cognates and loan words, 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; The Meters of Roman Poetry, 308–311; also see: Steps to Effective Reading, 7; Dividing Texts into Sense Units, 9; Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; Reading Latin Poetry, 119
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.	SE/TE: For related material see the vocabulary notes for English derivatives, cognates and loan words, 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; The Meters of Roman Poetry, 308–311; also see: Steps to Effective Reading, 7; Dividing Texts into Sense Units, 9; Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; Reading Latin Poetry, 119
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.	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.

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.	TG: Chapter Resources and Readings on CD-ROM
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE: Level III of Ecce Romani, uses only original, unadapted works from the Roman world. Readings of original, unadapted authors in Latin, 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
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.SL.1.1a:	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306; also see: Comprehension and thinking questions, 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
LAFS.1112.SL.1.1b:	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
LAFS.1112.SL.1.1c:	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.SL.1.1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	SE: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SE: Read aloud, 21, 22, 45, 51, 97, 118, 119, 149, 161, 172; also see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.WHST.1.1b:	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
LAFS.1112.WHST.1.1c:	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: For examples see: Sequence of Tenses on pages 44–45; The Subjunctive in Subordinate Clauses, 50–51; Conditional Sentences, 96–97
LAFS.1112.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.	SE: Students learn grammatical forms and structures essential to writing arguments in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Indirect Statement on pages 32–34 and Expressing Purpose on page 240.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
LAFS.1112.WHST.1.2a:	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Sequence of Tenses on pages 44–45.
LAFS.1112.WHST.1.2b:	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	SE: For examples see: Expressing Purpose, 240

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.1112.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE: For examples see: Sequence of Tenses on pages 44–45; The Subjunctive in Subordinate Clauses, 50–51; Conditional Sentences, 96–97
LAFS.1112.WHST.1.2d:	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
LAFS.1112.WHST.1.2e:	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	SE: Students learn grammatical forms and structures essential to writing descriptions and explanations in the Building the Meaning feature and then apply them in translating Latin sentence. For examples see: Participles on pages 20–21 and Sequence of Tenses on pages 44–45.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	SE: For related material see: Questions for Thought and Discussion, 65, 95, 107, 124, 133, 159, 175, 204, 225, 245, 251, 259, 271, 283, 295, 306 TG: Chapter Resources and Readings on CD-ROM

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.