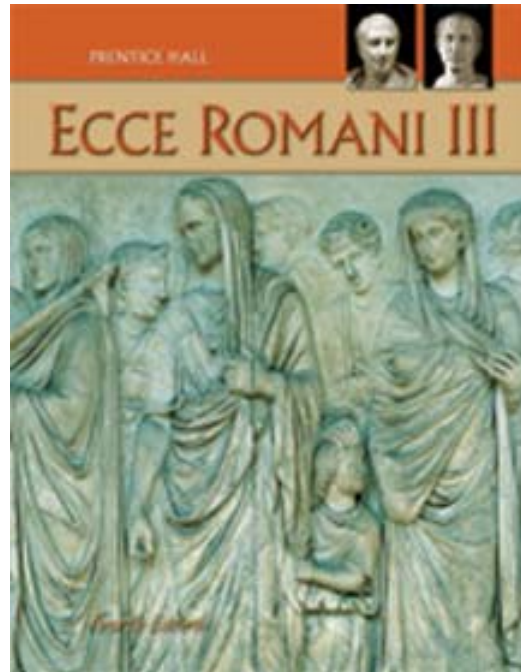


A Correlation of

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To the

Nevada
Foreign Language
Content Standards

By the End of Fourth Year of High School Study

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Introduction

This document demonstrates how *Ecce Romani III* meet the objectives of the Nevada Foreign Language Standards for end of Grade 12. Correlation page references are to the Student Edition and Teacher's Guide.

The nation's leading Latin program, *Ecce Romani*, uses a reading-based approach in which 54 stories over two years serve as the context for presenting new vocabulary and grammar. From the stories, the culture and history of the time are presented. This highly acclaimed reading-based approach engages students by bringing the history of the Roman civilization to life with interesting subjects and a continuous storyline about the life experiences of a typical Roman family living in A.D. 80.

Savvas proudly announces the fourth edition of *Ecce Romani* with new Language Activity Books, an Online Textbook, and additional teaching support. A colorful redesign of all levels enhances student interest and learning.

Student Edition III

- Expanded readings and poetry for a full year of instruction
- Introductions to each AP author
- Skill development for sight reading

Updated Language Activity Books (LAB)

- New exercises to provide more practice
- More focus on reading practice
- Second reading per chapter
- Expanded vocabulary practice
- New stories

This document demonstrates the high degree of success students will achieve by using *Ecce Romani*.

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to the
Nevada Foreign Language Content Standards
By the End of Fourth Year of High School Study**

Table of Contents

Standard 1:	4
Standard 2:	7
Standard 3:	9
Standard 4:	10
Standard 5:	11
Standard 6:	12
Standard 7:	13
Standard 8:	14
Standard 9:	15
Standard 10:	15
Standard 11:	16

**A Correlation of Prentice Hall *Ecce Romani III* ©2009
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Nevada Foreign Language Content Standards
By the End of Fourth Year of High School Study**

Nevada Foreign Language Content Standards	Ecce Romani III ©2009
Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Respond effectively to factual and interpretive questions. 	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
<ul style="list-style-type: none"> Use increasingly complex verb tenses and forms. 	SE: The Building the Meaning component trains students to review and incorporate all acquired verb forms into their oral and written translation. See the following pages: 20–22, 32–35, 44–45, 96–97, 117–118, 134–137, 148–149, 160–161, 240
<ul style="list-style-type: none"> Interact in increasingly complex 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 TG: See all Questions for Thought Teaching Notes.
<ul style="list-style-type: none"> Analyze and discuss competently personal reactions to selected materials. 	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: See all Questions for Thought Teaching Notes.

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By the End of Fourth Year of High School Study**

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<ul style="list-style-type: none"> Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. 	<p>SE: 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</p> <p>TG: Teaching Notes (examples), 18, 24, 38, 53, 70, 73, 92, 101, 128</p>
<ul style="list-style-type: none"> Apply effectively strategies for questions, paraphrasing, circumlocution and self-correction. 	<p>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</p>
<ul style="list-style-type: none"> Demonstrate adequately patterns of pronunciation and intonation. 	<p>SE: The reading aloud of Latin poetry is specifically highlighted in The Meters of Roman Poetry on pages 308–311. In addition, all of the Readings are intended to be read aloud with proper inflection, 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>

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By the End of Fourth Year of High School Study**

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<ul style="list-style-type: none"> • Express appropriately opinions and emotions. 	<p>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</p> <p>TG: Teaching Suggestions (examples): Act out Cicero’s Speech, 31, 37; Discussion, 53, 146; Debate, 88; Report, Posters, Discussions, 134</p>
<ul style="list-style-type: none"> • Determine meaning by using contextual cues. 	<p>SE: The Notes component allows students to predict the meaning of a word based upon its origin and its use in context: 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>TG: Teaching Notes (examples), 18, 24, 38, 53, 70, 73, 92, 101, 128</p>
<ul style="list-style-type: none"> • Demonstrate creativity in the production of language. 	<p>SE: For related material see: Questions for Thought and Discussion, 124, 133, 225, 245, 251, 259, 271, 283, 295; also see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240</p> <p>TG: See all Questions for Thought and Discussion and Building the Meaning Teaching Notes.</p>

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Standard 2: Students understand and interpret written and spoken language on a variety of topics.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Advance from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills. 	<p>SE: Questions for Thought and Discussion, 124, 133, 225, 245, 251, 259, 271, 283, 295; also see: Building the Meaning (translation), 20–22, 32–35, 44–45, 50–51, 96–97, 117–118, 134–137, 148–149, 160–161, 240</p> <p>TG: See all Questions for Thought and Discussion and Building the Meaning Teaching Notes.</p>
<ul style="list-style-type: none"> Comprehend increasingly complex vocabulary. 	<p>SE: 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</p> <p>TG: Teaching Notes (examples), 18, 24, 38, 53, 70, 73, 92, 101, 128</p>
<ul style="list-style-type: none"> Understand and paraphrase increasingly complex spoken and written material. 	<p>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</p>

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By the End of Fourth Year of High School Study**

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<ul style="list-style-type: none"> • Obtain and analyze information from original materials by using background knowledge and contextual cues. 	<p>SE: Level III of Ecce Romani, uses only original, unadapted works from the Roman world. The program divides these reading into units organized by 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</p>

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Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> • Compose and present an original report on a topic of interest. 	<p>SE: Go Online, PHSchool.com, 13, 20, 32, 35, 37, 44, 47, 50, 55, 69, 85, 96, 111, 117, 127, 134, 141, 148, 151, 160, 163, 175, 183, 193, 207, 213, 221, 240, 243, 260, 263, 289, 297. Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter.</p> <p>TG: Teaching Suggestions (examples): Act out Cicero's Speech, 31, 37; Discussion, 53, 146; Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>
<ul style="list-style-type: none"> • Play roles in various situations. 	<p>SE: For related material see: Questions for Thought and Discussion (about literature), 124, 133, 225, 245, 251, 259, 271, 283, 295</p> <p>TG: Teaching Suggestions: Act out Cicero's Speech, 31, 37</p>
<ul style="list-style-type: none"> • Give presentations on current events and cultural topics using appropriate expressions and intonation. 	<p>SE: Go Online, PHSchool.com, 13, 20, 32, 35, 37, 44, 47, 50, 55, 69, 85, 96, 111, 117, 127, 134, 141, 148, 151, 160, 163, 175, 183, 193, 207, 213, 221, 240, 243, 260, 263, 289, 297. Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter.</p> <p>TG: Teaching Suggestions (examples): Act out Cicero's Speech, 31, 37; Discussion, 53, 146; Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>

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By the End of Fourth Year of High School Study**

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Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> • Analyze the manner in which history influences the present. 	<p>Ecce Romani is designed to lead the student naturally into directed discussions surrounding the Themes of its six parts. SE: Part I – The End of the Republic and the Establishment of the Principate, 3–52; Part II Writers of the Late Republic, 53–138; Part III Violence and Civil War in the Late Republic, 139–187; Part IV Emperor and Empire, 189–217; Part V Poets in the Age of Augustus, 219–283; Part VI Two Authors of the Early Empire, 285–306 TG: Teaching Notes (examples), 3–16, 17–22, 30–36, 141–182</p>
<ul style="list-style-type: none"> • Adjust communication to the situation and audience. 	<p>SE: For related material see: Questions for Thought and Discussion (about literature), 124, 133, 225, 245, 251, 259, 271, 283, 295 TG: Teaching Suggestions: Act out Cicero’s Speech, 31, 37</p>
<ul style="list-style-type: none"> • Identify important persons in entertainment and the arts in the culture and recognize their achievements and contributions. 	<p>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; The Meters of Roman Poetry, 308–311; Index of Cultural Information, 354–355 TG: Teaching Notes (examples), 59–71, 72–78, 147–158, 159–167, 168–176</p>

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By the End of Fourth Year of High School Study**

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Standard 5: Students understand the relationship between the products and perspectives of the culture studied.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Analyze the important contributions of the culture. 	<p>SE: 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; also see: 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; The Meters of Roman Poetry, 308–311; Index of Cultural Information, 354–355</p> <p>TG: See all accompanying Teacher Notes. For examples see: Teaching Notes (examples), 3–16, 17–22, 30–36, 141–182</p>
<ul style="list-style-type: none"> Correlate major historical events, literary works and other art forms to cultural practices. 	<p>SE: Index of Cultural Information, 354–355; 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</p> <p>TG: Teaching Notes (examples), 3–16, 17–22, 30–37, 44–51, 59–71</p>

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By the End of Fourth Year of High School Study**

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Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Present increasingly complex oral and written reports in the foreign language concerning topics studied in other courses. 	<p>SE: Go Online, PHSchool.com, 13, 20, 32, 35, 37, 44, 47, 50, 55, 69, 85, 96, 111, 117, 127, 134, 141, 148, 151, 160, 163, 175, 183, 193, 207, 213, 221, 240, 243, 260, 263, 289, 297. Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter.</p> <p>TG: Teaching Suggestions (examples): Act out Cicero's Speech, 31, 37; Discussion, 53, 146; Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>
<ul style="list-style-type: none"> Discuss brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses. 	<p>SE: For related material, 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</p> <p>TG: Teaching Notes: Illustrations (examples), 18, 29, 12, 123</p>

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Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> • Describe the cultural differences and their distinctive viewpoints. 	<p>SE: The influence of Greco–Roman culture is provided in the Background Readings: 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; Index of Cultural Information, 354–355; 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</p> <p>TG: Teaching Notes (examples), 3–16, 17–22, 30–36, 141–182</p>
<ul style="list-style-type: none"> • Prepare reports using sources in the foreign language. 	<p>SE: Look at PHSchool.com for suggested activities: 13, 20, 32, 35, 37, 44, 47, 50, 55, 69, 85, 96, 111, 117, 127, 134, 141, 148, 151, 160, 163, 175, 183, 193, 207, 213, 221, 240, 243, 260, 263, 289, 297. Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter.</p> <p>TG: Teaching Suggestions (examples): Computer Research, 45; Writing, 73, 81, 100, 108; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>

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Nevada Foreign Language Content Standards
By the End of Fourth Year of High School Study**

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Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> • Use complex idiomatic expressions and language structures. 	<p>SE: At the third level of a classical language, students learn to analyze 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. See the notes on the following pages: 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>TG: The Teacher’s Guide includes Teaching Suggestions, Notes, Questions and Translations for each Reading. For examples see pages, 3–16, 23–28, 44–51, 113–120, 147–158</p>
<ul style="list-style-type: none"> • Identify dialects from different regions, cultures, and contexts. 	<p>SE: The sound patterns of Latin prose, oratory and poetry are all addressed by practice in reading aloud of the Readings component. Translation of this same component creates the comparison with the sounds and inflections of English. See the following pages: 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>TG: The Teacher’s Guide includes Teaching Suggestions, Notes, Questions and Translations for each Reading. For examples see pages, 3–16, 23–28, 44–51, 113–120, 147–158</p>

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By the End of Fourth Year of High School Study**

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Standard 9: Students understand cultural similarities and differences.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Analyze the perspectives of the culture studied as they are reflected in art and literature. 	<p>SE: The influence of Greco–Roman culture is provided in the Background Readings: 3–5, 53, 66–67, 80–82, 83, 85, 108, 109, 125, 139, 173, 189–191, 205, 219, 241, 261, 285–287; 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; The Meters of Roman Poetry, 308–311; Index of Cultural Information, 354–355</p> <p>TG: Teaching Suggestions (examples): Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>
Standard 10: Students use the language in and outside of school.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Interact with members of the pupil’s community on various topics using the foreign language. 	<p>SE: For related material see: Questions for Thought and Discussion (about literature), 124, 133, 225, 245, 251, 259, 271, 283, 295</p> <p>TG: Teaching Suggestions (examples): Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>
<ul style="list-style-type: none"> Participate in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied. 	<p>SE: Questions for Thought and Discussion (about literature), 124, 133, 225, 245, 251, 259, 271, 283, 295</p> <p>TG: Teaching Suggestions (examples): Act out Cicero’s Speech, 31, 37; Discussion, 53, 146; Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134; CD–ROM Large Version text, 140</p>

**A Correlation of Prentice Hall *Ecce Romani III* ©2009
to the
Nevada Foreign Language Content Standards
By the End of Fourth Year of High School Study**

Nevada Foreign Language Content Standards	Ecce Romani III ©2009
Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Prepare a project using various media concerning traveling and studying in a country where the foreign language is spoken. 	<p>SE: Go Online, PHSchool.com, 13, 20, 32, 35, 37, 44, 47, 50, 55, 69, 85, 96, 111, 117, 127, 134, 141, 148, 151, 160, 163, 175, 183, 193, 207, 213, 221, 240, 243, 260, 263, 289, 297. Ecce Romani has provided access to a complete online resource at PHSchool.com through an accompanying web code noted in each chapter.</p> <p>TG: Teaching Suggestions (examples): Act out Cicero's Speech, 31, 37; Discussion, 53, 146; Computer Research, 45; Writing, 73, 81, 100, 108; Debate, 88; Cultural Research, 73, 108; Report, Posters, Discussions, 134</p>