

A Correlation of

**Prentice Hall
Ecce Romani II**

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To the

**Nevada
Foreign Language
Content Standards**

By the End of Second Year of High School Study

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Introduction

This document demonstrates how *Ecce Romani II* meets the objectives of the Nevada Foreign Language Standards for the end of Grade 10. Correlation page references are to the Student Edition and Teacher 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 II

- Vocabulary designated as “Words for Active Knowledge and “Words for Passive Recognition”
- Comprehension questions follow cultural readings
- End-of-book glossary provides full information on Latin words

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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Nevada Foreign Language Content Standards	Ecce Romani II ©2009
Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Ask and respond to a variety of questions concerning activities of daily life. 	<p>SE: In regular Review Units, students read adapted Latin texts and conduct analysis and discussion of their significance. See the following pages: 59, 106–107, 160–162, 194–195, 252–253, 306–307; also see: <i>Responde Latine</i>, 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>TG: <i>Responde Latine</i> (examples), 16, 33, 49, 102, 147, 170, 199</p>
<ul style="list-style-type: none"> Give and follow oral or written directions, instructions and commands. 	<p>SE: <i>Responde Latine</i>, 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>TG: <i>Responde Latine</i> (examples), 16, 33, 49, 102, 147, 170, 199</p>
<ul style="list-style-type: none"> Use various verbs and phrases to discuss and write about past and future events. 	<p>SE: In a classical language, the student should be able to accurately comprehend the various tenses and moods of the regular and irregular verb. See the following pages: 24, 98–101, 132–133, 151–152, 153–154, 166–167, 168–170, 206, 221–222, 256–257, 257–259, 268–270, 278–280, 288–289, 296–298, 334–339, 354–355, 357–363</p> <p>TG: Teaching Notes (examples): <i>The Story</i>, 13–18, 46–51, 98–102, 132–136</p>
<ul style="list-style-type: none"> Participate in conversations on various topics by expressing opinions and emotions. 	<p>In a classical language, students should be able to read aloud, with some ease, the continuous narrative passages in each chapter</p> <p>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>

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<ul style="list-style-type: none"> Make requests for goods and services in public places. 	<p>SE: For related material see: Chapter 28: Preparing to Go Shopping, 3–10; Going to the Market, 11–20; Chapter 48: A Day at the Colosseum, 223–238</p>
<ul style="list-style-type: none"> Tell or write effectively a narrative about a personal experience or event. 	<p>Paragraph length composition in Latin is not a necessary skill in learning a classical language. Students do, however, gain extensive experience in using grammatical and syntactical concepts by translating from the target language into Latin. SE: 15 (29f), 25 (30e), 38 (31h), 45 (32e), 68 (34g), 77 (35i), 101 (37f), 112 (38d), 122 (39e), 144 (41c), 154 (42f), 170 (43e), 202 (46d), 216 (47d), 231 (48i), 242 (49d), 270 (51e), 289 (53d), 298 (54d); also see: Chapter 36: A Letter, 87–96; To Father From Sextus, 131–142</p>
<ul style="list-style-type: none"> Restate an event or an account of an event in various tenses. 	<p>SE: Responde Latine, 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 TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</p>
<ul style="list-style-type: none"> Apply standard rules of usage and grammar. 	<p>SE/TG: Forms & Building the Meaning, 4, 5–6, 13–14, 14–15, 18–19, 23, 33, 34–36, 36–38, 42–43, 50–51, 64–65, 65–67, 72–73, 74–75, 88–90, 91–92, 98–100, 111–112, 118–122, 132, 133–134, 135, 144, 151–152, 153–154, 166–167, 168–169, 176–178, 184–186, 200–202, 206, 214–216, 221–222, 226–227, 231, 240–242, 256–257, 257–258, 260–261, 268–270, 278–280, 288–289, 296–298 TG: Teaching Notes (examples): Forms & Building the Meaning, 20–21, 37–41, 51–55, 103–111, 139–140, 201–205</p>
<ul style="list-style-type: none"> Speak in a manner that is comprehensible to speakers of the foreign language. 	<p>SE: Responde Latine, 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 TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</p>

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<ul style="list-style-type: none"> Demonstrate creativity in the production of language. 	<p>SE: For related pages see figures of speech and language styles: 22 (Ubi fumus, ibi ignis), 91 (ad Kalendas Graecas), 177 (lapsus calami, lapsus linguae), 237 (Gladiator in arena consilium capit), 242 (quid pro quo, Manus manum lavat); also see: Exercises with literature in a variety of literary styles: 69 (Exercise 34i), 128 (Exercise 39g), 194 (Exercise Xf), 289 (Exercise 53c), 290 (Exercise 53e), 302 (Exercise 54e, 54f)</p>
<p>Standard 2: Students understand and interpret written and spoken language on a variety of topics.</p>	
<p><i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i></p>	
<ul style="list-style-type: none"> Read selected materials with a certain degree of fluency, accuracy, intonation and expression. 	<p>SE: Readings, 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 TG: Teaching Notes (examples): The Story, 13-18, 46-51, 98-102, 132-136</p>
<ul style="list-style-type: none"> Use background knowledge to comprehend narratives, personal correspondence and other contextualized print. 	<p>SE: Reading and comprehension of graded passages in a narrative context form the core of the Readings component. See pages 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; Background, 39, 61, 117, 163, 181, 197, 223, 265, 285, 293 TG: Teaching Notes (examples): The Story, 13-18, 46-51, 98-102, 132-136</p>
<ul style="list-style-type: none"> Paraphrase or express main ideas of written and spoken material. 	<p>SE: Responde Latine, 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 TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</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 second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Create and present stories or brief written reports on various topics. 	<p>SE: This is regularly addressed in the Responde Latine sections, which is suitable for oral or written response. See the following pages: Responde Latine, 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; also see: Give the Latin for exercises: 15 (29f), 25 (30e), 38 (31h), 45 (32e), 68 (34g), 77 (35i), 101 (37f), 112 (38d), 122 (39e), 144 (41c), 154 (42f), 170 (43e), 202 (46d), 216 (47d), 231 (48i), 242 (49d), 270 (51e), 289 (53d), 298 (54d) TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</p>
<ul style="list-style-type: none"> Recite selected forms of literature or sing songs. 	<p>SE: For related material see: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; <i>Pyramus and Thisbe</i>, 181–183; <i>Androcles and the Lion</i>, 239–240</p>
<ul style="list-style-type: none"> Engage in debate on various topics. 	<p>SE: In regular Review Units, students read adapted Latin texts and conduct analysis and discussion of their significance. See the following pages: 59, 106–107, 160–162, 194–195, 252–253, 306–307</p>

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Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Explain the value systems and routines of daily life of the culture. 	<p>SE/TG: Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321 TG: Teaching Notes (examples): Roman Life, 174–175, 227, 246</p>
<ul style="list-style-type: none"> Identify important geographical features, historical events, and political structures of the culture. 	<p>SE: History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Multicultural Tradition 312–322; Ecce Romani also provides many illustrative Maps and includes the geographical perspective in several of its readings: Maps xiv, 1, 12, 80, 126, 207, 245, 310 TG: Teaching Notes (examples): Culture Questions, 43; Culture Background, 84–88, 111–114, 176–177; History, 191</p>
<ul style="list-style-type: none"> Use appropriate verbal and nonverbal behavior in various situations. 	<p>SE: For related material see: Responde Latine, 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 TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</p>
<ul style="list-style-type: none"> Experience entertainment of the culture. 	<p>SE: For related material see: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; <i>Pyramus and Thisbe</i>, 181–183; <i>Androcles and the Lion</i>, 239–240; also see: Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321 TG: Teaching Notes (examples): Roman Life, 174–175, 227, 246</p>
<ul style="list-style-type: none"> Identify important persons in entertainment and the arts of the culture. 	<p>SE: Latin epitaphs and selected poems of Vergil, Catullus and Martial address this objective: 128, 236, 290–292, 300–303; also see: Original Texts, 189, 194–195, 203–205, 235, 236, 271, 289, 290–292, 300–303; <i>Pyramus and Thisbe</i>, 181–183; <i>Androcles and the Lion</i>, 239–240</p>

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Standard 5: Students understand the relationship between the products and perspectives of the culture studied.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Discuss the artistic contributions of the culture. 	<p>SE: For related material see: Original Texts, 189, 194-195, 203-205, 235, 236, 271, 289, 290-292, 300-303; <i>Pyramus and Thisbe</i>, 181-183; <i>Androcles and the Lion</i>, 239-240; also see: Multicultural Tradition 312-322</p>
<ul style="list-style-type: none"> Describe certain unique products of the culture. 	<p>Ecce Romani provides regular analysis of the culture of ancient Rome and its many territories in the sections Roman Life and Frontier Life, as well as several chapter background readings.</p> <p>SE: 7-9, 16-18, 39, 54-55, 61, 93-95, 102-104, 113-115, 137-138, 145-147, 163, 171-173, 179-180, 189, 203-205, 217-221, 232-235, 244, 262-264, 271, 281-284, 285, 293, 299-303</p> <p>TG: Teaching Notes (examples): Culture Questions, 43; Culture Background, 84-88, 111-114, 176-177; Roman Life, 174-175, 227, 246; History, 191</p>
<ul style="list-style-type: none"> Identify the perspectives of the culture that are manifested in its commercial advertisements. 	<p>SE: For related material see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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>TG: Teaching Notes (examples): Illustrations, 42, 50, 81, 95, 98, 103, 125, 171, 192</p>
<ul style="list-style-type: none"> Understand messages conveyed in the media. 	<p>SE: For related material see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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>TG: Teaching Notes (examples): Illustrations, 42, 50, 81, 95, 98, 103, 125, 171, 192</p>

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Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Comprehend short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses. 	<p>SE: For related material see the art reproductions, photographs of artifacts, and descriptions on the following pages: 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>TG: Teaching Notes (examples): Illustrations, 42, 50, 81, 95, 98, 103, 125, 171, 192</p>
<ul style="list-style-type: none"> Present oral and written reports in the foreign language on topics studied in other courses. 	<p>SE: For related material see: Responde Latine, 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>TG: Responde Latine (examples), 16, 33, 49, 102, 147, 170, 199</p>
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 second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. 	<p>SE: For related material see: 22 (Ubi fumus, ibi ignis), 91 (ad Kalendas Graecas), 177 (lapsus calami, lapsus linguae), 237 (Gladiator in arena consilium capit), 242 (quid pro quo, Manus manum lavat); also see: Exercises with literature in a variety of literary styles: 69 (Exercise 34i), 128 (Exercise 39g), 194 (Exercise Xf), 289 (Exercise 53c), 290 (Exercise 53e), 302 (Exercise 54e, 54f)</p>

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<ul style="list-style-type: none"> Demonstrate that languages have important distinctions in sounds that must be mastered to communicate meaning. 	<p>SE: The sounds of Latin are specifically addressed in <i>Ecce Romani</i> level One in the Pronunciation of Latin. In Level Two, the patterns of pronunciation are best addressed by an oral reading of the passages. See the following pages: 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>TG: Teaching Notes (examples): The Story, 13–18, 46–51, 98–102, 132–136</p>
Standard 9: Students understand cultural similarities and differences.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture. 	<p>SE: History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321; Multicultural Tradition, 312–321</p> <p>TG: Teaching Notes (examples): Culture Questions, 43; Culture Background, 84–88, 111–114, 176–177; Roman Life, 174–175, 227, 246; History, 191</p>
Standard 10: Students use the language in and outside of school.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Correspond in the foreign language. 	<p>Paragraph length composition in Latin is not a necessary skill in learning a classical language. Students do, however, gain extensive experience in using grammatical and syntactical concepts by translating from the target language into Latin.</p> <p>SE: 15 (29f), 25 (30e), 38 (31h), 45 (32e), 68 (34g), 77 (35i), 101 (37f), 112 (38d), 122 (39e), 144 (41c), 154 (42f), 170 (43e), 202 (46d), 216 (47d), 231 (48i), 242 (49d), 270 (51e), 289 (53d), 298 (54d)</p>

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Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
<i>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</i>	
<ul style="list-style-type: none"> Research and present information concerning traveling to and studying in a country where the foreign language is spoken. 	<p>SE: A trip to Italy can be arranged as students study the history and culture of ancient Rome. See the following: Maps, xiv, 1, 12, 80, 126, 207, 245, 310; History, 26–29, 78–81, 124–127, 207–211, 245–247, 272–273; Roman Life, 39, 54–55, 61, 203–205, 217–221, 232–235, 244, 262–263, 271, 281–284, 285, 293, 299–301; Frontier Life, 93–95, 145–147, 245–247, 312–321</p> <p>TG: Teaching Notes (examples): Culture Questions, 43; Culture Background, 84–88, 111–114, 176–177; Roman Life, 174–175, 227, 246; History, 191</p>
<ul style="list-style-type: none"> Participate in a project to explore careers that require interaction in the foreign language. 	<p>SE: For related material see: Latin in the Law, 84–85; Latin in Medicine, 140–141; also see: Multicultural Origins of Medicine, 316–317; Multicultural Spread of Roman Law, 318–321; Roman Architecture in America, 321–322</p>