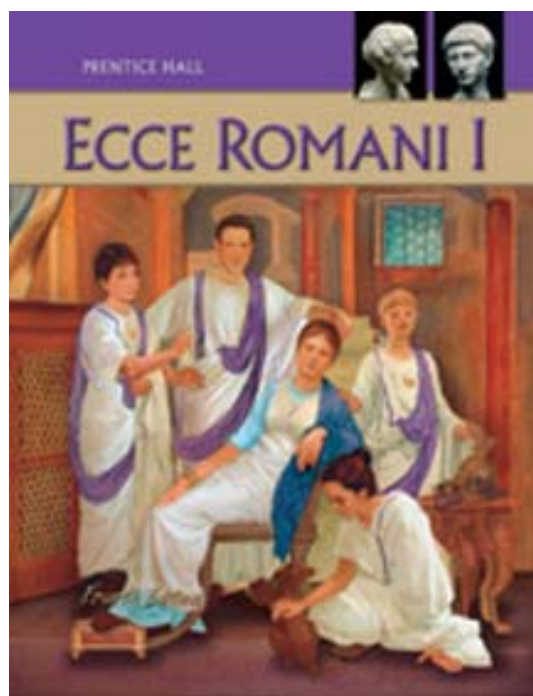


A Correlation of

**Prentice Hall
Ecce Romani I**

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To the

**Nevada
Foreign Language
Content Standards**

By the End of First Year of High School Study

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Introduction

This document demonstrates how *Ecce Romani I* meets the objectives of the Nevada Foreign Language Standards for end of Grade 9, end of Grade 10 and end of Grade 12. 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 I

- 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 I ©2009
Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Talk and write about activities of daily life using memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. 	<p>SE: Responde Latine & Vocabulary, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261; Word Study: Numbers and the Number System, 123-125</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240; Roman Numerals and Latin Numbers, 221; Numbers, 232</p>
<ul style="list-style-type: none"> Give and follow simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate. 	<p>SE: Responde Latine, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240; Greetings, commands and simple questions can be found on pages 13, 19, 39, 74</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> Recognize commonly used verbs and phrases in discussions about past and future events. 	<p>SE: A level one Latin course would typically expect the student to recognize all six basic verb tenses in the indicative mood. See the following pages: 8, 54, 72-74, 98-99, 106-108, 128-129, 150-152, 160-161, 162-163, 165-167, 201-202, 205-206, 213-214, 218-219, 257</p>
<ul style="list-style-type: none"> Participate in structured conversations on various topics, including state of being and feelings. 	<p>SE: Responde Latine, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> Make simple oral and written requests. 	<p>SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; also see: Dialogues, 55, 180, 204, 234, 243, 249-252</p> <p>TG: Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>

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<ul style="list-style-type: none"> • Tell and write a simple narrative about a personal experience or event in the present tense. 	<p>SE: This is regularly addressed in the Responde Latine sections, which is suitable for oral or written response. See the following pages: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240</p> <p>TG: See all accompanying teacher notes. For examples see, 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> • Restate in the present tense, with assistance, what another person has said. 	<p>SE: For related material see: 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240</p> <p>TG: See all accompanying teacher notes. For examples see, 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> • Demonstrate accuracy in the imitation of modeled words. 	<p>SE: The instructional techniques of restatement and rephrasing find their parallels in classical languages in translations from English into the target language based on a written prompt. Examples are found in the following exercises: Exercises: 5 (1c), 21 (4d), 40 (7c), 82 (11d), 129 (17d), 163 (20e), 190 (22e), 219 (24e), 242 (26d), 256 (27d)</p> <p>TG: Pre-Reading Vocabulary (Examples: students hear and repeat vocabulary words), 2, 24, 52, 126, 156, 188, 214; Audio CD of the Story (examples), 3, 39, 65, 109, 200; Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> • Demonstrate occasional creativity in the production of language. 	<p>SE: For related material see: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; also see: Responde Latine, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240; Phrases, mottoes, and abbreviations, 103, 175, 186, 197, 261</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>
<ul style="list-style-type: none"> • Ask and respond to basic questions. 	<p>SE: Questions, 3, 7, 13, 19, 25, 33, 39, 51, 53, 55 ex. 8b, 56–57 ex. 8c, 8d, 63, 71, 79, 89, 97, 105, 113, 119, 127, 129, 137, 149, 173, 185, 199, 211, 227, 239; Building the Meaning, 90–91</p> <p>TG: Question opportunities exist on almost every page of the Teacher’s Edition. For examples see Additional Practice, Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>

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<ul style="list-style-type: none"> Use appropriate expressions and gestures of courtesy. 	<p>SE: Greetings, commands and simple questions can be found on pages 13, 19, 39, 74; also see: Dialogues, 55, 180, 204, 234, 243, 249–252</p>
<p>Standard 2: Students understand and interpret written and spoken language on a variety of topics.</p>	
<p><i>By the end of first year of high school study, students know and are able to:</i></p>	
<ul style="list-style-type: none"> Recognize a sound with its corresponding letter or symbol. 	<p>SE: Students recognize a sound with its corresponding letter or symbol with the following: Pronunciation of Latin, 287–288; also see: Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240, 243, 249-252</p>
<ul style="list-style-type: none"> Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. 	<p>SE: Word Study: Numbers and the Number System, 123-125; also see: Responde Latine & Vocabulary, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240 Roman Numerals and Latin Numbers, 221; Numbers, 232</p>
<ul style="list-style-type: none"> Read and comprehend phrases, short sentences, brief written directions and simple narratives. 	<p>SE: Readings, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240, 243, 249-252</p> <p>TG: The Story Teaching Notes (examples), 1–5, 38–42, 76–80, 125–128, 199–202, 237–241, 270–274, 305–313</p>
<ul style="list-style-type: none"> Write numbers, dates, times, and other basic thematic vocabulary. 	<p>SE: Word Study: Numbers and the Number System, 123-125; also see: Responde Latine & Vocabulary, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240; Roman Numerals and Latin Numbers, 221; Numbers, 232</p>

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<ul style="list-style-type: none"> Use familiar thematic words and phrases by performing skits, puppet shows or dialogues. 	<p>SE: For related material see: Dialogues, 55, 180, 204, 234, 243, 249–252; also see: Responde Latine, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119-120, 127, 137, 149, 159-160, 173-174, 185-186, 199-200, 211-212, 227, 239-240</p> <p>TG: Responde Latine and Additional Practice (examples), 15, 25, 54, 79, 159, 202, 240</p>
Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Perform skits, puppet shows or dialogues with limited vocabulary. 	<p>SE: Dialogues, 55, 180, 204, 234, 243, 249–252</p> <p>TG: Playing the Parts, 113–114; Debating Groups, 121</p>
Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Identify the manner in which persons in the culture celebrate important traditions, events and holidays. 	<p>SE: For related material see: History, 168-171, 216-218, 244-247; Myth, 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221; Roman Life, 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 178-179, 207-209, 222, 230-233, 235-237, 258; Frontier Life, 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261</p> <p>TG: Roman Life (examples), 20–21, 31–35, 73–74, 90–91, 148–149, 279–283, 296–297, 313, 314; Cultural Background Reading (examples), 61, 67, 152–154; Myth (examples), 135–136, 207–208, 261</p>
<ul style="list-style-type: none"> Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. 	<p>SE: Illustrations of mythic creatures and deities, 27, 43; also see the art reproductions, photographs of artifacts, and descriptions on the following pages: 4, 5, 10, 11, 15, 17, 32, 35, 40, 44, 45-48, 55, 66, 76, 112, 124, 153, 163, 179, 180, 202, 207-209, 230-233, 235-237, 246, 250, 251</p>

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<ul style="list-style-type: none"> Identify the important persons, holidays, geography and history of the culture. 	<p>SE: For related material see: History, 168-171, 216-218, 244-247; Myth, 27, 28-31, 43, 68-69, 85-87, 109-111, 141-143, 221; Roman Life, 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 178-179, 207-209, 222, 230-233, 235-237, 258; Frontier Life, 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261</p> <p>TG: Roman Life (examples), 20-21, 31-35, 73-74, 90-91, 148-149, 279-283, 296-297, 313, 314; Cultural Background Reading (examples), 61, 67, 152-154; Myth (examples), 135-136, 207-208, 261</p>
Standard 5: Students understand the relationship between the products and perspectives of the culture studied.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Recognize the messages in highly contextualized materials, including signs and posters. 	<p>SE: Roman Clock, 67; Latin Mottoes, 103; Graffiti from Ancient Inns, 153; Memorial Inscription, 222; Inscriptions About Charioteers, 258</p> <p>TG: Roman Milestone, 234; Latin Mottoes, 197; Graffiti, 279-280, Memorial Inscriptions, 391; Inscriptions, 450</p>
<ul style="list-style-type: none"> Identify certain artistic achievements and contributions of the culture. 	<p>SE: Aeneas, 28-31; Glassware, 35; The Roman Villa, 45-48; Relief Sculpture, 55, 250; Major Gods and Goddesses, 68-69; Appian Way, 101; Numbers, 123; Legendary Heroes of Early Rome, 141-143; Aqueducts, 207-209; Cultural Assimilation, 220-221; Mosaic, 251</p> <p>TG: See Illustration notes (examples), 20, 22, 30, 36, 58, 83, 105, 114, 136, 192; Portrait, 9</p>
<ul style="list-style-type: none"> Recognize certain unique products of the culture. 	<p>SE: Roman Life, 10-11, 17, 37, 45-48, 59-61, 75-77, 84, 153, 154-157, 164, 178-179, 207-209, 222, 230-233, 235-237, 258; Frontier Life, 22-23, 57-58, 102-103, 123-125, 144-147, 196-197, 259-261</p> <p>TG: Roman Life (examples), 20-21, 31-35, 73-74, 90-91, 148-149, 279-283, 296-297, 313, 314; Cultural Background Reading (examples), 61, 67, 152-154; Myth (examples), 135-136, 207-208, 261</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 first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Read, write and discuss in the foreign language familiar topics studied in other courses. 	<p>SE: Students make connections with other material studies with the following: Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154, 164, 178, 207, 222, 230–233, 235, 258; History, 168–171, 216–218, 244–247; Frontier Life, 193–195, 215, 220–221</p> <p>TG: Examples: Teaching Suggestion, 74, 91, 105–106; Hairdressing, 114–115; French Revolution, 123; Women as Poets, 135; Values of Romans and of today, 210</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 first year of high school study, students know and are able to:</i>	
(No standards at this level)	
Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Recognize cognates, adopted words and expressions, and word families. 	<p>SE: Word Study: Latin and English, 22–23; Latin Bases into English Words, 57–58; Latin and English Suffixes, 102; Latin Mottos, 103; Numbers, 123–125; Latin Suffixes, Latin Derivatives, & Latin Words in English, 144–147; English Words from the Fourth Principal Part of Latin Verbs, 196–197; Prefixes, 259–260; Latin Abbreviations in English, 261; Word Families, 4, 40–41, 42–43, 56, 65, 81, 84, 90, 98, 114–116, 138, 186, 188, 212–213, 228, 240, 253–257</p> <p>TG: Word Study (examples), 46–47, 117–119, 195–196, 232–233</p>
<ul style="list-style-type: none"> Demonstrate that languages have important sound distinctions that must be mastered to communicate meaning. 	<p>SE: Guide to Pronunciation of Latin, 287–288; also see: Reading Aloud of Story Passages, 3, 7, 13, 19, 25, 33, 39, 53, 63, 71, 79, 89, 97, 105, 113, 119–120, 127, 137, 149, 159–160, 173–174, 185–186, 199–200, 211–212, 227, 239–240</p> <p>TG: Audio CD of the Story (examples), 3, 39, 65, 109, 200</p>

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<ul style="list-style-type: none"> Analyze and compare the writing systems of both languages. 	SE: Numbers, 123–125 TG: Roman Numerals and Latin Numbers, 221; Numbers, 232
<ul style="list-style-type: none"> Compare and use language patterns and grammatical functions. 	SE: Building the Meaning & Forms, 4–5, 8–9, 14–15, 20–21, 26–27, 34–35, 40–44, 54–56, 64–67, 72–74, 80–82, 83, 90–92, 98–101, 106–108, 114–117, 120–122, 128–129, 138–140, 150–152, 160–163, 165–167, 186–192, 200–206, 212–214, 218–219, 228–229, 240–243, 252–257; Forms, 267–286 TG: Building the Meaning & Forms (examples), 5–6, 16–19, 26–29, 42–45, 55–58, 69–73, 80–83, 112–115, 14–148, 159–165
Standard 9: Students understand cultural similarities and differences.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Understand the cultural differences and similarities between the culture studied and American culture. 	SE: Students compare the cultural differences and similarities between Roman society and American culture in the Roman Life sections. See pages: 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154, 164, 178, 207, 222, 230–233, 235, 258 TG: Roman Life (examples), 20–21, 31–35, 73–74, 90–91, 148–149, 279–283, 296–297, 313, 314
Standard 10: Students use the language in and outside of school.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Report about the use of the foreign language outside the classroom. 	SE: Word Study: Latin and English, 22–23; Latin Bases into English Words, 57–58; Latin and English Suffixes, 102; Latin Mottos, 103; Numbers, 123–125; Latin Suffixes, Latin Derivatives, & Latin Words in English, 144–147; English Words from the Fourth Principal Part of Latin Verbs, 196–197; Prefixes, 259–260; Latin Abbreviations in English, 261 TG: Word Study (examples), 46–47, 117–119, 195–196, 232–233
Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
<i>By the end of first year of high school study, students know and are able to:</i>	
<ul style="list-style-type: none"> Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that foreign language. 	SE: A trip to Italy can be arranged as students study the history and culture of ancient Rome. See the following: Roman Life, 10–11, 17, 37, 45–48, 59–61, 75–77, 84, 153, 154, 164, 178, 207, 222, 230–233, 235, 258; History, 168–171, 216–218, 244–247; Frontier Life, 193–195, 215, 220–221 TG: Roman Life (examples), 20–21, 31–35, 73–74, 90–91, 148–149, 279–283, 296–297, 313, 314; Cultural Background Reading (examples), 61, 67, 152–154