



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: As a result of my observation I believe this text could be easily incorporated into a beginner Latin class.

Notation: These materials are especially suited for a reading/comprehension approach to Latin. The grammar is supported by an engaging story line.

Material for Review

Course: Latin 1 (0706300)

Title: Ecce Romani I , Edition: 4

Copyright: 2009

Author: Lawall

Grade Level: 9 - 12

Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Emphasis is on the standards which apply to Latin without trying to "force" modern language conventions. This is important because Latin, while it is a foreign language, is NOT a modern language. I like the emphasis on reading and writing for comprehension. Oral activities are provided, but work with the conventions of an ancient language.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The level 1 book starts with easy sentences with simple structure. As more grammar and experience are gained, the stories and sentences become gradually more complex.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher's edition provides ample suggestions for encouraging learning through different modalities. There is something for every type of learner.

- B. Level of Treatment**4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While the text does provide explanation and examples, I feel that what's missing is more detail of how the concepts work in English. There seems to be an assumption that many students already have heard of the grammar concepts, but in my experience this is generally not the case. Greater emphasis on literature in English classes has hampered learning of language concepts. I'd like to see more explanation and practice with English BEFORE jumping into the Latin.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Much thought has been given to organizing the material in a logical, easy-to-follow format that starts simply and grows increasingly more complex.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content seems completely appropriate for middle school, but a bit on the lower end of things for high school.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Depending on how a teacher chooses to set the pacing, this book can be accomplished in one school year.

- C. Expertise for Content Development**8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

- D. Accuracy of Content**10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

The textbook material is good, but there are many errors in the ancillary materials, such as the phschool.com activities. Several correct answers actually are marked as incorrect. I can see this causing great frustration for students and teachers alike.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Treatment of sensitive topics such as slavery is done carefully and objectively.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards,

and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This book seems to provide ample material for teachers to use both the grammar and reading approaches. For teachers who prefer to incorporate oral and aural experience the text provides a platform for these as well.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Please refer to my comments in number 10.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher's edition does provide many opportunities to expand the learning from the ancient world to the modern world.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I like the attention paid to derivatives and similarities in vocabulary with modern romance languages. The Word Study materials are also quite helpful here.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I find the order of instruction to be logical and easy to follow, but the exercises are limited to comprehension. I would like to see some attention to drilling with forms. I like the aspect where the translation exercises are aligned with the story, but I would feel the need to drill with the forms and this text does not have that expectation of students. I also think too much off task vocabulary is expected of students to memorize in the stories. For example prepositional phrases are glossed in the stories long before they are explained. I wouldn't mind this, except that the exercises require students to use them. I don't like the expectation for students to be able to use things they haven't been taught. I find this side tracks them, causing frustration where it is not necessary. Additionally, I am accustomed to seeing formal, organized vocabulary lists associated with a chapter. I would be much more comfortable if there were a list in each chapter of required words with all appropriate vocabulary information provided. I would have to supply this for them.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

My only concern here is what I alluded to in number 1 of this section. I am not a fan of expecting students to memorize things that are not the direct focus of grammar for the chapter. Using prepositional phrases in the story and glossing them is great. It makes the story fuller and more interesting, but they should not show up in the exercises before they are expressly taught.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think it quite well organized. It is different from what I am accustomed to, but it works. I like that the noun system is completely finished by the end of the first book. I assume the verb system catches up in the second book.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I think the audio aspect is good. I can see this being of use for students who are absent, on hospital homebound, or being taught by a less experienced teacher.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some chapters seem to focus on things I don't necessarily think are so important (e.g. impersonal verbs are presented in 3 different chapters, where 1 is probably enough). The final chapters seem to be in a huge hurry and present too much at one time. If there was less emphasis on impersonal verbs, then the personal pronouns could have their own chapter, giving students more time to process them. It's too much to have all those pronouns at one time.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I'll have to take their word for this because the text I can access is only the standard text. I'd feel better about critiquing this if I could actually see or experience it.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In general I find this text to satisfy the presentation requirements. The areas of concern for me are that I do think the teacher will have to supplement the text and some chapters could be skipped to enable others to be given adequate time.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The only feature to maintain motivation I could see was the phschool.com activities. These are generally good, but there are errors and printing issues that could frustrate students and hinder the attempt to motivate.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I do think the ideas, concepts, and themes are taught well, but I want to see drill with forms as well as comprehension. I think the last chapter has too much in it and there is too much emphasis on impersonal verbs. I think at the end of the school it is not the time to cram datives with special verbs, all personal pronouns, reflexive pronouns, possessive adjectives, AND compound verbs all into one chapter. That should be a minimum of 3 chapters!

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The beginning of each chapter does provide a list of things students will learn in the chapter.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

I'm afraid I don't really see much to meet this standard. There are plenty of exercises, but they need the teacher to tell them they are correct or not. The only vehicle provided to help students become independent is the phschool.com which has errors.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I see the teacher's efforts being the motivating factor here rather than the text, but the teacher does have the teacher edition which offers multiple ideas for teachers to try which reach students with differences in ability and learning styles.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The story line is engaging and carried throughout not only each chapter in the exercises, but also throughout the book. Even the phschool.com activities build on the story line. I also think the workbook and the test masters book provide sufficient challenge to engage all students.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Here again, I think we have to look to the teacher's edition, and not the student edition. Teachers will have to provide the extras.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While the strategies aren't spelled out as strategies, it is clear that there is a progression from simple to complex with supportive exercises that incorporate different modalities. Additional practice is offered through the workbook and the test masters book as well as the phschool.com activities.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students have every reason to have a thorough grounding in the basics of Latin grammar and reading. Much is done to practice - though I wish there were more straightforward drills - and engage students.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The only assessment aspect of the series I am aware of is what was alluded to in the publisher's video. The materials spoken of are the test masters book which I do not have to review and the Examview software which I do not have to review. My experience with this software in the past has shown fair correlation. My only basis for this review is my past experience.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The reading and writing exercises work quite well as daily assessment of student learning. I assume the formal assessment components (the test masters book and the Examview software) work to this end as well, but can only really judge the etext.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Many opportunities are provided for oral, written, and reading practice.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is organized and logical. The text provides opportunities to engage the students and to practice with the material in several different ways.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Ample treatment is given for communication.

2. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Throughout the text effort is given to original source material for not only grammar, but also for social activities and daily life.

3. **LAFS.910.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 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The exercises allow for group collaboration and can be used effectively to satisfy this standard.

4. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The exercises allow for group collaboration and can be used effectively to satisfy this standard.

5. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The exercises allow for group collaboration and can be used effectively to satisfy this standard.

6. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

I don't see this standard being met by the student text or the other parts of the program very well.

7. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Again, I see this as a responsibility of the teacher because the text does not support this.

8. **WL.K12.NH.1.1:** Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text supports this standard through the story line.

9. **WL.K12.NH.1.4:** Demonstrate understanding of key points on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The story line is engaging and accomplishes this, as well as the companion website and the embedded audio aspect of the text.

10. **WL.K12.NH.1.5:** Demonstrate understanding of simple stories or narratives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very much so with the story line and activities based on the stories.

11. **WL.K12.NH.2.1:** Determine main idea from simple texts that contain familiar vocabulary used in context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The context is engaging enough for students to remember the words.

12. **WL.K12.NH.2.2:** Identify the elements of story such as setting, theme and characters.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Beside the text is a picture that can be used to engage students with these aspects of things as well as the text.

13. **WL.K12.NH.5.6:** Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This standard will not be met by a Latin class since the target language is not a spoken language. I did not see anything for this standard, but I would not expect to. Anything would be contrived to meet a standard that is not part of our curriculum. Even the state DOE course description claims that Latin students will concentrate on reading.

14. **WL.K12.NH.5.7:** Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are at least 2 opportunities in the student text asking students to write and even more in the workbook.

15. **WL.K12.NH.6.1:** Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Many, many opportunities for this. The vocabulary lists, the teacher's edition, the sections called "Word Study" and the companion website.

16. **WL.K12.NH.6.2:** Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The culture and history sections do a really good job with this.

17. **WL.K12.NH.6.3:** Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While these contributions are not current, this text has the sections about culture and history for this. Another place is the story specific to each chapter which is full of bits about everyday Roman life.

18. **WL.K12.NH.6.4:** Identify cultural artifacts, symbols, and images of the target culture(s).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The pictures are what I turn to in addition to the sections about culture and history.

19. **WL.K12.NH.7.1:** Use vocabulary acquired in the target language to access new knowledge from other disciplines.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Any Latin text will be good for this.

20. **WL.K12.NH.7.2:** Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The student text has ample charts in the chapters and an entire section of them at the end of the book in the appendices.

21. **WL.K12.NH.8.1:** Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

For this I look to the Word Study sections and the Roman Life and history sections which I think are done well.

22. **WL.K12.NH.8.2:** Compare basic sound patterns and grammatical structures between the target language and own language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is seen throughout the book.

23. **WL.K12.NH.8.3:** Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again I cite the Culture and History sections and the stories for the chapters.

24. **WL.K12.NH.9.1:** Use key target language vocabulary to communicate with others within and beyond the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This is another standard that reflects activity outside the purview of a Latin class.

25. **WL.K12.NH.9.2:** Use communication tools to establish a connection with a peer from a country where the target language is spoken.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This is another standard that reflects activity outside the purview of a Latin class.

26. **WL.K12.NM.1.1:** Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The characters in the stories are portrayed using these things, so students should be able to do this just fine.

27. **WL.K12.NM.1.4:** Demonstrate understanding of simple information supported by visuals through a variety of media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are ample opportunities for students to work independently with the material and the ancillary materials support this as well as the embedded audio.

28. **WL.K12.NM.1.5:** Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are plenty of stories and students are instructed throughout to "read aloud" and comprehend.

29. **WL.K12.NM.1.6:** Follow short, simple directions.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Since Latin is not a spoken language I use the instructions for the exercises to meet this standard. The instructions are good for the most part. I would love to see an example done for each section.

30. **WL.K12.NM.2.1:** Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The stories have pictures that go with them and caption the scenes.

31. **WL.K12.NM.2.2:** Demonstrate understanding of short, simple literary stories.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Every chapter has an engaging story with follow up comprehension questions. The practice exercises also build on the story line.

32. **WL.K12.NM.2.4:** Recognize words and phrases when used in context on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The fact that the practice exercises build on the story line helps to accomplish this. The words are repeated throughout the chapter and are revisited in upcoming chapters.

33. **WL.K12.NM.3.1:** Introduce self and others using basic, culturally-appropriate greetings.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The stories do this and the rest will come from the teacher.

34. **WL.K12.NM.3.5:** Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a chapter on numbers 1-10 including Roman numerals, but Latin doesn't have days of the week like other languages. There is a calendar system, but this book doesn't address it. Perhaps it is covered in the next book.

35. **WL.K12.NM.3.7:** Understand and respond appropriately to simple directions.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The stories do this generally, but there is a chapter that covers commands. From that point on the stories recall commands when it fits the story line.

36. **WL.K12.NM.3.8:** Differentiate among oral statements, questions, and exclamations in order to determine meaning.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is addressed in the chapters that cover the material, but not so much throughout unless it is called for in the story.

37. **WL.K12.NM.4.5:** Role-play skits, songs, or poetry in the target language that deal with familiar topics.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is provided to the teacher in the teacher's edition and in a more limited way in the student edition. Occasionally there is a sample of Roman poetry and there are a few dialogues.

38. **WL.K12.NM.4.6:** Present simple information about a familiar topic using visuals.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I cite the charts to address this standard. They do a good job of highlighting patterns and endings.

39. **WL.K12.NM.5.1:** Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The stories do this and the Word Study sections do this as well.

40. **WL.K12.NM.5.2:** Fill out a simple form with basic information.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This is another standard that reflects activity outside the purview of a Latin class.

41. **WL.K12.NM.5.3:** Write simple sentences about self and/or others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are many places that ask students to respond in Latin.

42. **WL.K12.NM.5.4:** Write simple sentences that help in day-to-day life communication.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I limit this (and so does the text) to greetings and the like.

43. **WL.K12.NM.5.5:** Write about previously acquired knowledge and experiences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

There is really not much need for this in Latin.

44. **WL.K12.NM.5.6:** Pre-write by drawing pictures to support ideas related to a task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Some of this is provided in the teacher's edition, but not in the student text. There may be opportunity for this in the workbook, but I was not given the workbook to review.

45. **WL.K12.NM.5.7:** Draw pictures in sequence to demonstrate a story plot.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again, some of this is provided in the teacher's edition, but not in the student text. There may be opportunity for this in the workbook, but I was not given the workbook to review.

46. **WL.K12.NM.6.1:** Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Roman Life culture sections do a very good job with this.

47. **WL.K12.NM.6.3:** Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This is another standard that reflects activity outside the purview of a Latin class.

48. **WL.K12.NM.6.4:** Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are plenty of stories and pictures showing the food, shelter, clothing, etc. to students.

49. **WL.K12.NM.7.1:** Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Word Study sections do this well.

50. **WL.K12.NM.7.2:** Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are several places that show the relevance to Latin in the modern Romance languages.

51. **WL.K12.NM.8.1:** Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Any Latin text would do this. The Word Study sections do this very well.

52. **WL.K12.NM.8.2:** Recognize true and false cognates in the target language and compare them to own language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Again, I refer to the Word Study sections.

53. **WL.K12.NM.8.3:** Identify celebrations typical of the target culture and one's own.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are comparisons made between the old and the new.

54. **WL.K12.NM.9.1:** Use key words and phrases in the target language to participate in different activities in the school and community settings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT **VERY POOR/NO ALIGNMENT**

Justification:

This is another standard that reflects activity outside the purview of a Latin class.

55. **WL.K12.NM.9.2:** Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher's edition provides opportunities for this.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

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