

# Cambridge Latin Course



# Correlation: CCGPS Latin I

# CCGPS: Latin I – Communication (CO)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO1 - The students read passages (edited and/or authentic) appropriate for Latin I.	A. The students demonstrate knowledge of vocabulary, the basic inflection systems, and syntax appropriate to Latin.	Unit 1 <i>About the language</i> and <i>Practicing the language</i> sections, especially pp. 21–22, 32–33, 74–77, plus <i>Language information</i> on pp. 182–190; Unit 2 <i>About the language</i> and <i>Practicing the language</i> sections, especially pp. 10–11, 13–15, 66, 68, 105, plus <i>Language information</i> on pp. 154–177.
	B. The students employ techniques to assist in reading comprehension.	The interactive <i>Listen</i> , <i>Read</i> , and <i>Think</i> features accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	C. The students demonstrate reading comprehension of simple Latin passages.	Unit 1 Latin stories, especially pp. 30, 76–77, 105; Unit 2 Latin stories, especially pp. 8–9, 32, 48–49. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 1 and Unit 2.
	D. The students draw conclusions and make inferences from selections read.	Unit 1 Latin stories, especially pp. 118–119, 140–141, 166–167; Unit 2 Latin stories especially pp. 64–65, 78–79, 98–99, 118–119, 138–139. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 1 and Unit 2.

# CCGPS: Latin I – Communication (CO)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO2 - The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin.	A. The students comprehend and follow oral and written instructions.	Unit 1 and Unit 2 <i>Practicing the language</i> sections.
	B. The students respond to simple questions, statements, commands, or other stimuli.	Unit 1 pp. 40–42, 122, 132–139; Unit 2 pp. 8, 81–82, 117–118, 121–122.
CO3 - The students provide accurate, written English translations.	A. The students select the most appropriate meanings for words based on context.	The interactive <i>Read</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2, plus the Unit 1 and Unit 2 <i>Practicing the language</i> sections.
	B. The students observe rules of grammar and syntax appropriate for Latin I.	Unit 1 and Unit 2 <i>Practicing the language</i> sections.
CO4 - The students write simple phrases and sentences in Latin as a part of the process for understanding written Latin.	A. The students observe rules of grammar and syntax appropriate for Latin I.	Unit 1 and Unit 2 <i>Practicing the language</i> sections.
	B. The students write from dictation selections appropriate for Latin I.	Unit 1 and Unit 2 model sentences, plus the interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.

# CCGPS: Latin I – Communication (CO)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO5 - The students read Latin passages aloud with proper intonation and rhythm.	A. The students develop a sense of meaningful phrase grouping with appropriate voice inflection.	The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	B. The students recognize and reproduce Latin vowel, consonant, and diphthong sounds.	The interactive <i>Read</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.

# CCGPS: Latin I – Cultural perspectives, practices, and products (CU)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CU1 - The students demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.	A. The students demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding celebrations, family and social structures, food and eating habits, living conditions, entertainment practices, and the concept of time.	Celebrations: Unit 1 Stage 9 (coming of age); family and social structures: Unit 1 Stage 1 and Unit 2 Stage 14 (household), Unit 1 Stage 6 and Unit 2 Stage 13 (slavery); food and eating habits: Unit 1 Stage 2; living conditions: Unit 1 Stage 1 (town house); entertainment practices: Unit 1 Stage 5 (theater), Unit 1 Stage 8 (arena), and Unit 2 Stage 16 (indoor); concept of time: Unit 1 Stage 12 (destruction of Pompeii) and Unit 2 Stage 17 (Alexandria).
	B. The students recognize elements of Greco-Roman culture in reading selections.	Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 (Roman and Greek culture compared) and Unit 2 Stage 20 (medicine and science).

# CCGPS: Latin I – Cultural perspectives, practices, and products (CU)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CU2 - The students interpret cultural practices of the Romans.	A. The students demonstrate an understanding of the role of <i>pater familias</i> , the client/patron relationship, religious practices such as the Vestal Virgins, the importance of proper attire, architectural features, art forms, and facts of ancient history and geography.	The role of <i>pater familias</i> : Unit 1 Stage 1 (home) and Stage 11 (marriage); the client/patron relationship: Unit 1 Stage 6 and Unit 2 Stage 18; religious practices: Unit 1 Stage 7 (afterlife), Unit 2 Stage 15 (emperor worship), and Stage 19 (worship of Isis); proper attire: Unit 1 Stage 9 (coming of age) and Stage 11 (elections); architectural features: Unit 1 Stage 4 (Pompeii), and Unit 2 Stage 16 (palace) and Stage 17 (Alexandria); art forms: Unit 1 Stage 10 and Unit 2 Stage 18; history and geography: Unit 1 Stage 1 and Stage 8, and Unit 2 Stages 13–14 and Stage 17.
	B. The students identify figures of early Roman legends and the principal Greek and/or Roman deities and mythological heroes and the stories associated with them as reflections of Roman values.	Unit 1 Stage 2 (Hercules), Stage 4 (temples), and Stage 7 (underworld); Unit 2 Stage 15 (Neptune and Minerva) and Stage 19 (Isis).

# CCGPS: Latin I – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC1 - The students reinforce and further the knowledge of other disciplines through the study of Latin.	A. The students recognize common Latin roots and prefixes/suffixes and apply this knowledge to English vocabulary skills.	The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	B. The students identify words and terms studied in Latin in other disciplines (science, social science, language arts, math, etc.).	See, for example, Unit 1 Stage 10 (education) and Unit 2 Stage 20 (medicine and science). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	C. The students recognize and use Roman numerals and the vocabulary associated with counting.	See, for example, Unit 1 pp. 122, 178; Unit 2 p. 150.
	D. The students understand some Latin phrases, abbreviations, and mottoes used in English.	See, for example, Unit 1 pp. 8, 25; Unit 2 pp. 37–41.
	E. The students investigate the influence of Latin on various professional fields.	See, for example, Unit 1 Stage 3 (business) and Stage 10 (education), and Unit 2 Stage 18 (glassmaking) and Stage 20 (medicine and science). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.



# CCGPS: Latin I – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC2 - The students acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization.	A. The students identify similarities and differences in ancient Roman and contemporary culture.	See, for example, Unit 1 Stage 1 (housing), Stage 3 (business), Stage 5 (theater), Stage 9 (hygiene), Stage 10 (education), and Stage 11 (elections); Unit 2 Stage 13 (mining and agriculture), Stage 16 (gardens), Stage 18 (glassmaking), and Stage 20 (medicine and science).
	B. The students recognize and compare plots and themes of classical mythology in contemporary literature and art.	See, for example, Unit 1 Stage 2 (wall painting), Stage 5 (theater), and Stage 10 (pp. 136–137); Unit 2 Stage 16 (pp. 72 and 74) and Stage 18 (p. 97).
	C. The students compare the influence of Latin and the Greco-Roman culture on the customs of other cultures.	See, for example, Unit 2 Stages 13–16 (Britain) and Stages 17–20 (Egypt).

# CCGPS: Latin II – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO1 - The students read passages (edited and/or authentic) appropriate for Latin II.	A. The students demonstrate expanded knowledge of vocabulary, grammar, and syntax appropriate to Latin II.	Unit 3 <i>About the language</i> , <i>Word patterns</i> , and <i>Practicing the language</i> sections, especially pp. 60, 63, 76, 94, 108, 155, 191–192, plus <i>Language information</i> on pp. 262–304.
	B. The students employ techniques to assist in reading comprehension.	The interactive <i>Listen</i> , <i>Read</i> , and <i>Think</i> features accompanying the Latin stories in the WebBook versions of Unit 3.
	C. The students demonstrate reading comprehension of adapted and authentic Latin passages.	Unit 3 Latin stories, especially pp. 6–7, 46–47, 58–59, 92–93, 110–111, 126–127. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 3.
	D. The students draw conclusions and make inferences from reading selections.	Unit 3 Latin stories especially pp. 153–154, 170–171, 188–189, 210–211, 226–227, 242–243. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 3.

# Correlation: CCGPS Latin II

# CCGPS: Latin II – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO2 - The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin.	A. The students comprehend and follow oral and written instructions.	Unit 3 <i>Practicing the language</i> sections.
	B. The students respond to more complex questions, statements, commands, or other stimuli.	Unit 3 pp. 72–75, 77–78, 106, 129, 131, 226–228.
CO3 - The students write more complex phrases and sentences in Latin as a part of the process for understanding written Latin (using technology where appropriate).	A. The students observe rules of grammar and syntax appropriate for Latin II.	Unit 3 <i>Practicing the language</i> sections.
	B. The students write from dictation selections appropriate for Latin II.	Unit 3 model sentences, plus the interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.

# CCGPS: Latin II – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO4 - The students read Latin passages aloud with accurate pronunciation, proper intonation, and rhythm.	A. The students develop a sense of meaningful phrase grouping with appropriate voice inflection.	The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.
	B. The students acquire fluency in pronouncing Latin.	The interactive <i>Read</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.

# CCGPS: Latin II – Cultural perspectives, practices, and products (CU)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CU1 - The students demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.	A. The students demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding Roman political systems and history.	Political systems: Unit 3 Stage 31 (patronage and society); history: Unit 3 Stage 26 (Agricola), Stage 28 (Britain), and Stage 29 (Rome and Judea).
	B. The students demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding Roman daily life and culture.	Throughout the Latin stories of Unit 3, e.g. Stage 21 (baths at Aquae Sulis), Stages 22 (superstitions), Stages 23 and 32 (religious beliefs), Stage 24 (travel and communication), Stages 25–27 (the army), Stage 30 (engineering), Stage 33 (entertainment), and Stage 34 (freed slaves).
CU2 - The students demonstrate an understanding and make critical assessments of the contributions of Roman culture.	A. The students locate places of Roman influence throughout Roman territories.	Unit 3 Stages 21–28 (Roman Britain) and Stage 29 (Judea).
	B. The students continue to expand on knowledge of architectural styles, art forms, and artifacts of the Romans.	Unit 3 Stage 21 (baths at Aquae Sulis), Stage 28 (archaeological evidence), Stage 29 (Roman Forum), Stage 30 pp. 180–181 (use of concrete), and Stage 31 (city of Rome).
	C. The students increase their knowledge of classical mythology and legends.	Unit 3 Stage 23 (Sulis Minerva), Stage 29 (origins of Rome), Stage 32 (Mithraism), and Stage 33 (Dido and Aeneas; Mars and Venus).

# CCGPS: Latin II – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC1 - The students reinforce and expand their knowledge of other disciplines and modern day classical influences through the study of Latin.	A. The students recognize Latin roots and prefixes/suffixes and apply this knowledge to English vocabulary skills.	The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.
	B. The students identify words and terms studied in Latin with words of other disciplines.	See, for example, Unit 3 Stages 25–27 (military life) and Stage 30 (engineering). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.
	C. The students understand additional Latin phrases, abbreviations, and mottoes now used in modern cultures.	See, for example, Unit 3 pp. 35, 46, 181, 225.
	D. The students recognize Greco-Roman influences on community or state.	See, for example, Unit 3 Stage 21 (Aquae Sulis), Stage 24 (travel and communication), Stage 32 (religion and philosophy), and Stage 34 (slavery and freedom). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.

# CCGPS: Latin II – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC2 - The students acquire information from reading passages and consequently recognize distinctive viewpoints of Latin and the Greco-Roman civilization.	A. The students identify similarities and differences in ancient and contemporary cultures.	See, for example, Unit 3 Stage 22 (superstitions), Stages 23 and 32 (religious beliefs), Stage 24 (travel and communication), Stages 25–27 (military life), Stage 30 (engineering), and Stage 33 (entertainment).
	B. The students recognize and relate classical influences on modern social and political systems.	See, for example, Unit 3 Stage 31 (urban planning, and patronage and society) and Stage 34 (slavery and freedom).
	C. The students demonstrate the influences of the Latin language and literature on English literature and artistic styles.	See, for example, Unit 3 pp. 135, 223–224, 226, and 233–234.



# Correlation: CCGPS Advanced Latin

# CCGPS: Advanced Latin – **Communication (CO)**

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO1 - The students read authentic passages appropriate for Advanced Latin.	A. The students demonstrate knowledge of vocabulary, inflectional systems, and syntax appropriate to Advanced Latin.	Unit 4 <i>About the language</i> , <i>Word patterns</i> , and <i>Practicing the language</i> sections, especially pp. 8, 36, 41, 53, 59, 72, 90, 132–133, 161, 214, plus <i>Language information</i> on pp. 260–302.
	B. The students demonstrate reading comprehension of authentic Latin passages with appropriate assistance.	Unit 4 Latin stories, especially pp. 22–23, 74–75, 58–59, 94, and Stages 41, 42, 44, 45, 47, and 48. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 4.
	C. The students recognize figures of speech and features of style in reading passages.	Unit 4 Latin stories, with support from <i>About the language</i> sections, especially pp. 24–25, 76–77, 144, 178–179, 182, 216, 230, plus <i>Language information</i> on pp. 303–304.
	D. The students draw conclusions and make inferences from reading selections.	Unit 4 Latin stories especially pp. 2–3, 34–35, 50–51, 91, 152–154, 210–211. Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 4.

# CCGPS: Advanced Latin – Communication (CO)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CO2 - The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding and writing Latin.	A. The students comprehend and follow oral and written instructions.	Unit 4 <i>Practicing the language</i> sections.
	B. The students respond to complex questions, statements, commands, or other stimuli.	Unit 4 pp. 18–20, 37, 40, 54, 56–59, 68–70, and Stage 45.
CO3 - The students read Latin passages aloud with accurate pronunciation, proper intonation, and rhythm.	A. The students develop a sense of meaningful phrase grouping with appropriate voice inflection.	The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.
	B. The students acquire fluency in pronouncing Latin.	The interactive <i>Read</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.
	C. The students read poetry in meter (refers only to Latin poetry).	Stages 36, 39, 40 (p. 94), 42, 44, 45, and 47, plus <i>Language information on</i> pp. 305–308.

# CCGPS: Advanced Latin – Cultural perspectives, practices, and products (CU)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CU1 - The students demonstrate an understanding of perspectives, practices, and products of Roman culture.	A. The students demonstrate an understanding of ancient Roman history, customs, and private and political life based on reading selections.	History: Unit 4 Stage 46 (eruption of Vesuvius) and Stage 48 (Nero and Agrippina); customs: Stage 38 (elite marriage) and Stage 43 (divorce and remarriage); private and political life: Unit 4 Stage 35 (town and country), Stage 37 (imperial council), Stage 40 (law courts), and Stage 41 (provincial government).
	B. The students demonstrate an understanding of ancient Roman philosophy, art, and religion based on reading selections.	Philosophy: Unit 4 Stage 39 (elite education); art: Unit 4 Stage 36 (poetry readings); religion: Unit 4 Stage 47 (funeral games).

# CCGPS: Advanced Latin – Cultural perspectives, practices, and products (CU)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CU2 - The students demonstrate an understanding and make critical assessments of the contributions of Roman culture to other civilizations.	A. The students demonstrate knowledge of specific author, genre, and/or literary period gained from authentic texts.	Unit 4 Stage 36, Stage 40 p. 94, and Stage 42 p. 131 (Martial); Stage 39 p. 74, Stage 42 p. 138, and Stage 44 (Ovid); Stages 41 and 46 (Pliny), Stage 42 p. 126 (Phaedrus); Stage 42 pp. 128–129 and Stage 45 (Catullus); Stage 42 p. 134 (Horace); Stage 42 p. 140 and Stage 47 (Virgil); Stage 48 (Tacitus).
	B. The students demonstrate knowledge of archaeological evidence, art forms, and artifacts of the Roman world to analyze the Roman culture.	Unit 4 Stage 35 (country villas and rural pursuits), Stage 38 (marriage customs), Stage 39 pp. 82–83 (imperial palace), Stage 41 p. 115 (water pumps), and Stage 46 (eruption of Vesuvius).

# CCGPS: Advanced Latin – Connections and comparisons (CC)

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC1 - The students acquire information from reading passages to compare and contrast their own culture with the Roman world and to reinforce and expand their knowledge of other disciplines through the study of the Latin language.	A. The students identify words and terms studied in Latin with other academic disciplines.	The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.
	B. The students demonstrate an increased knowledge of the musical, artistic, philosophic, and legal terms associated with Latin.	See, for example, Unit 4 Stage 40 (legal system), Stage 42 (poetry), and Stage 46 (letters). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.
	C. The students compare and contrast the history, daily life, art, architecture, philosophy, literature, and mythology of the ancient world to the modern world.	See, for example, Unit 4 Stage 35 (rural and urban life), Stage 36 (reading poetry), Stage 38 (marriage customs), Stage 43 (Daedalus and Icarus), Stage 45 (love poetry), Stage 47 (epic poetry), and Stage 48 (Nero and Agrippina).
	D. The students apply knowledge of ancient cultures by sharing with others in the school and community.	See, for example, Unit 4 Stage 39 (education), Stage 40 (legal process), Stage 43 (divorce and remarriage), and Stage 46 (natural disaster).

# CCGPS: Advanced Latin – **Connections and comparisons (CC)**

Performance standard	Element	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
CC2 - The students use elements of the Latin language to gain added knowledge of own language.	A. The students gain an understanding of the relationship between Latin words and their derivatives and cognates and apply this knowledge to word building.	Unit 4 <i>Word patterns</i> sections. Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.
	B. The students improve narrative writing in English.	Unit 4 Stages 41 and 46 (letters) and Stages 43 and 48 (recount).
	C. The students translate and give context of quotations from literary works studied.	Unit 4 Stages 36, 39, and 41–48.

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