

# Cambridge Latin Course



# Correlation: PASS Novice Level I

# PASS: Novice Level I - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.1</b> Students will understand and interpret written and spoken language on a variety of topics.</p>	<p>1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.</p>	<p>Unit 1 model sentences at the start of Stages: pp. 2–5, 16–19, 40–42, 54–57; Unit 2 model sentences at the start of Stages: pp. 2–4, 24, 44–45, 60–61.. Also the interactive <i>Read</i> feature accompanying Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>2. Understand key words in written material such as advertisements, schedules, and menus.</p>	<p>Unit 1 Latin stories, especially pp. 6, 20, 28, 43, 58, 118, 122, 136–137; Unit 2 pp. 7, 12, 46–47, 117–118. Also the interactive <i>Listen</i> feature accompanying Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.</p>	<p>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.</p>
	<p>4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.</p>	<p>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.</p>
	<p>5. Respond to simple commands, familiar vocabulary, and language structures.</p>	<p>Unit 1 Latin stories, especially pp. 30, 76–77, 105, 118–119, 140–141, 166–167; Unit 2 pp. 8, 81–82, 117–118, 121–122. Also the interactive <i>Listen</i> feature accompanying Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>

# PASS: Novice Level I - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.2</b> Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>1. Initiate greetings, introductions, and leave-taking.</p>	<p>Unit 1 pp. 20, 28, 30–31, 61, 153–155; Unit 2 pp. 2–4, 5, 24, 30, 114, 116.</p>
	<p>2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.</p>	<p>Unit 1 pp. 28, 41–42, 44, 61, 73, 86, 88, 91, 118, 122, 124, 139, 140–141, 150–151, 153, 155, 158; Unit 2 pp. 44–45, 48, 51–52, 94, 138.</p>
	<p>3. Express personal needs, preferences, and feelings.</p>	<p>Unit 1 pp. 20, 29, 30–31, 61, 122, 139, 140–141, 148–151, 153–155, 158, 168–169; Unit 2 pp. 44–45, 48, 51–52, 94, 138.</p>
	<p>4. Initiate simple commands.</p>	<p>Unit 1 pp. 20, 28, 30–31, 40, 43, 132–135, 153; Unit 2 pp. 8, 46–47, 51–52, 81–82.</p>

# PASS: Novice Level I - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.3</b> Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.</p>	<p>Unit 1 pp. 20, 28, 30–31, 40–44, 61, 91, 132–137, 148–151, 153–155, 164–165; Unit 2 pp. 2–4, 5, 76–77, 115, 134.</p>
	<p>2. Give simple commands and make requests of another person or group.</p>	<p>Unit 1 pp. 28, 41–42, 44, 61, 73, 86, 88, 91, 118, 122, 124, 139, 140–141, 150–151, 153, 155, 158; Unit 2 pp. 12, 34–35, 96–97, 102, 135, 140–141.</p>
	<p>3. Retell a simple story using familiar vocabulary and language structures.</p>	<p>Unit 1 pp. 6, 43, 136–137, 164–165; Unit 2 pp. 5, 67, 136.</p>
	<p>4. Write personal journals and send brief messages to friends.</p>	<p>Unit 1 pp. 40–41, 54–58, 140–141; Unit 2 pp. 2–4, 60–61, 78–79.</p>
	<p>5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.</p>	<p>The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>

# PASS: Novice Level I - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.1</b> Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.</p>	<p>1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.</p>	<p>Unit 1 Stage 1 pp. 1–14 (the household), Stages 2 pp. 15–26 (daily life), Stage 3 pp. 27–38 (business), Stage 5 pp. 53–68 (the theater), Stage 7 pp. 83–98 (private entertaining), Stage 8 pp. 99–114 (public entertainment), and Stage 9 pp. 115–130 (the baths); Unit 2 Stage 13 pp. 18–19 (Roman aristocracy) and Stage 20 pp. 133–150 (medicine and science).</p>
	<p>2. Identify some customs and traditions such as celebrations and holiday practices of the target culture.</p>	<p>Celebrations: Unit 1 Stage 9 pp. 115–130 (coming of age); family and social structures: Unit 1 Stage 1 pp. 1–14 and Unit 2 Stage 14 pp. 23–42 (household), Unit 1 Stage 6 pp. 69–82 and Unit 2 Stage 13 pp. 1–22 (slavery); food and eating habits: Unit 1 Stage 2 pp. 15–26; living conditions: Unit 1 Stage 1 pp. 1–14 (town house); entertainment practices: Unit 1 Stage 5 pp. 53–68 (theater), Unit 1 Stage 8 pp. 99–114 (arena), and Unit 2 Stage 16 pp. 59–74 (indoor); concept of time: Unit 1 Stage 12 pp. 163–178 (destruction of Pompeii) and Unit 2 Stage 17 pp. 75–92 (Alexandria).</p>
	<p>3. Participate in cultural activities such as games, songs, and dances of the target culture.</p>	<p>Unit 1 photographs and illustrations throughout, plus Stage 5 (the theater) and Stage 10 pp. 131–146 (education); Unit 2 Stage 13 pp. 18–20 (Roman priesthood; Celtic religion) and Stage 19 pp. 113–132 (worship of Isis).</p>

# PASS: Novice Level I - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>CONTINUED</b></p> <p><b>2.1</b> Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.</p>	<p>4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.</p>	<p>The role of <i>pater familias</i>: Unit 1 Stage 1 pp. 1–14 (home) and Stage 11 p. 158 (marriage); the client/patron relationship: Unit 1 Stage 6 pp. 69–82 and Unit 2 Stage 18 pp. 93–112; religious practices: Unit 1 Stage 7 pp. 83–98 (afterlife), Unit 2 Stage 15 pp. 43–58 (emperor worship), and Stage 19 pp. 113–132 (worship of Isis); proper attire: Unit 1 Stage 9 p. 122 (coming of age) and Stage 11 pp. 147–162 (elections); concept of time: Unit 1 Stage 12 pp. 163–178 (destruction of Pompeii) and Unit 2 Stage 17 pp. 75–92 (Alexandria); history and geography: Unit 1 Stage 1 pp. 1–14 and Stage 8 pp. 99–114, and Unit 2 Stages 13–14 pp. 1–42 and Stage 17 pp. 75–92; transportation: Unit 2 Stage 13 pp. 16–17 (life in the Roman empire) and Stage 17 pp. 86–87 (trade routes in the Roman empire).</p>
	<p>5. Recognize and explore the process of stereotyping other cultures.</p>	<p>Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (Roman and Greek culture compared) and Unit 2 Stage 20 pp. 133–150 (medicine and science).</p>

# PASS: Novice Level I - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.2</b> Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.</p>	<p>1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.</p>	<p>Unit 1 and Unit 2 photographs and illustrations throughout, plus Unit 1 Stage 2 (food and dress) and Stage 10 pp. 131–146 (education), and Unit 2 Stage 14 pp. 23–42 (romanization of Britain) and Stage 17 pp. 75–92 (city of Alexandria).</p>
	<p>2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.</p>	<p>Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (Roman and Greek culture compared) and Unit 2 Stage 20 pp. 133–150 (medicine and science); Unit 1 Stage 11 pp. 147–162 (elections) and Unit 2 Stage 14 pp. 23–42 (romanization of Britain), Stage 15 pp. 43–58 (the Romans and the Celts), and Stage 18 pp. 110–111 (governing Egypt); Unit 1 Stage 4 pp. 39–52 (architecture in Pompeii), and Unit 2 Stage 16 pp. 59–74 (Romano-British palaces) and Stage 17 pp. 75–92 (architecture in Alexandria); Unit 1 Stage 10 pp. 131–146 and Unit 2 Stage 18 pp. 93–112 (art forms).</p>



# PASS: Novice Level I - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>CONTINUED</b></p> <p><b>2.2</b> Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.</p>	<p>3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.</p>	<p>The role of <i>pater familias</i>: Unit 1 Stage 1 pp. 1–14 (home) and Stage 11 p. 158 (marriage); the client/patron relationship: Unit 1 Stage 6 pp. 69–82 and Unit 2 Stage 18 pp. 93–112; religious practices: Unit 1 Stage 7 pp. 83–98 (afterlife), Unit 2 Stage 15 pp. 43–58 (emperor worship), and Stage 19 pp. 113–132 (worship of Isis); proper attire: Unit 1 Stage 9 p. 122 (coming of age) and Stage 11 pp. 147–162 (elections); architectural features: Unit 1 Stage 4 pp. 39–52 (Pompeii), and Unit 2 Stage 16 pp. 59–74 (palace) and Stage 17 pp. 75–92 (Alexandria); art forms: Unit 1 Stage 10 pp. 131–146 and Unit 2 Stage 18 pp. 93–112; history and geography: Unit 1 Stage 1 pp. 1–14 and Stage 8 pp. 99–114, and Unit 2 Stages 13–14 pp. 1–42 and Stage 17 pp. 75–92.</p>
	<p>4. Identify countries, regions, and geographic features where the target language is spoken.</p>	<p>Unit 1 Stages 1–12 (Pompeii); Unit 2 Stages 13–16 (Britain) and Stages 17–20 (Alexandria); especially Unit 1 Stage 1 pp. 1–14 and Stage 8 pp. 99–114, and Unit 2 Stages 13–14 pp. 1–42 and Stage 17 pp. 75–92.</p>
	<p>5. Extract samples of the culture's perspectives from popular media in the target culture.</p>	<p>Unit 1 and Unit 2 photographs and illustrations throughout, plus Unit 1 Stage 3 p. 29 (wall painting) and Stage 11 pp. 147–162 (election graffiti); Unit 2 Stage 13 pp. 6 &amp; 21 (mining and agriculture; imports and exports), Stage 14 pp. 23–42 (romanization of Britain), Stage 15 pp. 43–58 (the Romans and the Celts), and Stage 18 pp. 110–111 (governing Egypt).</p>

# PASS: Novice Level I - Connections

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>3.1</b> Students will reinforce and further their knowledge of other content areas through the foreign language.</p>	<p>1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.</p>	<p>See, for example, Unit 1 Stage 1 pp. 1–14 (housing), Stage 3 pp. 27–38 (business), Stage 5 pp. 53–68 (theater), Stage 9 pp. 115–130 (hygiene), Stage 10 pp. 131–146 (education), and Stage 11 pp. 147–162 (elections); Unit 2 Stage 13 p. 6 (mining and agriculture), Stage 16 p. 73 (gardens), Stage 18 pp. 93–112 (glassmaking), and Stage 20 pp. 133–150 (medicine and science). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).</p>	<p>See, for example, Unit 1 Stage 1 pp. 1–14 (housing), Stage 3 pp. 27–38 (business), Stage 5 pp. 53–68 (theater), Stage 9 pp. 115–130 (hygiene), Stage 10 pp. 131–146 (education), and Stage 11 pp. 147–162 (elections); Unit 2 Stage 13 p. 6 (mining and agriculture), Stage 16 p. 73 (gardens), Stage 18 pp. 93–112 (glassmaking), and Stage 20 pp. 133–150 (medicine and science). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>

# PASS: Novice Level I - Connections

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>3.2</b> Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).</p>	<p>Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (Roman and Greek culture compared) and Unit 2 Stage 20 pp. 133–150 (medicine and science); Unit 1 Stage 11 pp. 147–162 (elections) and Unit 2 Stage 14 pp. 23–42 (romanization of Britain), Stage 15 pp. 43–58 (the Romans and the Celts), and Stage 18 pp. 110–111 (governing Egypt); Unit 1 Stage 4 pp. 39–52 (architecture in Pompeii), and Unit 2 Stage 16 pp. 59–74 (Romano-British palaces) and Stage 17 pp. 75–92 (architecture in Alexandria); Unit 1 Stage 10 pp. 131–146 and Unit 2 Stage 18 pp. 93–112 (art forms).</p>
	<p>2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.</p>	<p>Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (Roman and Greek culture compared) and Unit 2 Stage 20 pp. 133–150 (medicine and science); Unit 1 Stage 11 pp. 147–162 (elections) and Unit 2 Stage 14 pp. 23–42 (romanization of Britain), Stage 15 pp. 43–58 (the Romans and the Celts), and Stage 18 pp. 110–111 (governing Egypt); Unit 1 Stage 4 pp. 39–52 (architecture in Pompeii), and Unit 2 Stage 16 pp. 59–74 (Romano-British palaces) and Stage 17 pp. 75–92 (architecture in Alexandria); Unit 1 Stage 10 pp. 131–146 and Unit 2 Stage 18 pp. 93–112 (art forms).</p>

# PASS: Novice Level I - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.1</b> Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.</p>	<p>1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.</p>	<p>The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.</p>	<p>The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.</p>	<p>Unit 1 <i>About the language</i> sections, especially pp. 21, 32, 74–75, plus <i>Language information</i> on pp. 182–190; Unit 2 <i>About the language</i> sections, especially pp. 10–11, 13, 66, plus <i>Language information</i> on pp. 154–177.</p>
	<p>4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.</p>	<p>Unit 1 <i>Practicing the language</i> sections (pp. 7, 22, 33, 46–47, 63, 76–77, 92–94, 107–108, 123, 142, 157) and Unit 2 <i>Practicing the language</i> sections (pp. 14–15, 36, 50, 68, 83, 105, 127, 142–143).</p>

# PASS: Novice Level I - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.2</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>1. Identify similarities and differences in verbal and nonverbal behavior between cultures.</p>	<p>The interactive <i>Listen</i> and <i>Derive</i> features accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.</p>
	<p>2. Recognize cross-cultural similarities and differences in the practices of the culture studied.</p>	<p>Unit 1 Stage 1 pp. 1–14 (the household), Stages 2 pp. 15–26 (daily life), Stage 3 pp. 27–38 (business), Stage 5 pp. 53–68 (the theater), Stage 7 pp. 83–98 (private entertaining), Stage 8 pp. 99–114 (public entertainment), and Stage 9 pp. 115–130 (the baths); Unit 2 Stage 13 pp. 18–19 (Roman aristocracy) and Stage 20 pp. 133–150 (medicine and science).</p>
	<p>3. Identify cross-cultural similarities and differences in the products of the culture studied.</p>	<p>See, for example, Unit 1 Stage 1 pp. 1–14 (housing), Stage 3 pp. 27–38 (business), Stage 5 pp. 53–68 (theater), Stage 9 pp. 115–130 (hygiene), Stage 10 pp. 131–146 (education), and Stage 11 pp. 147–162 (elections); Unit 2 Stage 13 p. 6 (mining and agriculture), Stage 16 p. 73 (gardens), Stage 18 pp. 93–112 (glassmaking), and Stage 20 pp. 133–150 (medicine and science).</p>
	<p>4. Recognize cross-cultural similarities and differences in the perspectives within the target culture.</p>	<p>Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (Roman and Greek culture compared) and Unit 2 Stage 20 pp. 133–150 (medicine and science).</p>

# PASS: Novice Level I - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
5.1 Students will use the language both within and beyond the school setting.	1. Identify professions/occupations which are enhanced by proficiency in another language.	The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	2. Practice oral or written use of the foreign language with people outside the classrooms.	Unit 1 <i>Practicing the language</i> sections (pp. 7, 22, 33, 46–47, 63, 76–77, 92–94, 107–108, 123, 142, 157) and Unit 2 <i>Practicing the language</i> sections (pp. 14–15, 36, 50, 68, 83, 105, 127, 142–143).
	3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.	Unit 1 <i>Practicing the language</i> sections (pp. 7, 22, 33, 46–47, 63, 76–77, 92–94, 107–108, 123, 142, 157) and Unit 2 <i>Practicing the language</i> sections (pp. 14–15, 36, 50, 68, 83, 105, 127, 142–143).
	4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.	The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.

# PASS: Novice Level I - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<b>5.2</b> Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	1. Demonstrate a willingness to interact with native speakers.	The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 1 and Unit 2.
	2. Discover and explore a variety of entertainment sources representative of the target culture.	Unit 1 Stage 5 pp. 53–68 (the theater), Stage 7 pp. 83–98 (private entertaining), Stage 8 pp. 99–114 (public entertainment), and Stage 9 pp. 115–130 (the baths); Unit 2 Stage 15 pp. 51–52 (outdoor entertainment) and Stage 16 pp. 59–74 (indoor entertainment).
	3. Identify current issues of interest within the target culture.	Throughout the Latin stories of Unit 1 and Unit 2, e.g. Unit 1 Stage 10 pp. 131–146 (contemporary cultures compared) and Unit 2 Stage 20 pp. 133–150 (practices in medicine and science).
	4. Discover and explore samples of art, literature, music, representative of the target culture.	Unit 1 and Unit 2 photographs and illustrations throughout, plus Unit 1 Stage 3 p. 29 (wall painting) and Stage 10 pp. 131–146 (Greek and Roman culture compared; education); Unit 2 Stage 16 pp. 71–74 (wall paintings and mosaics; gardens) and Stage 18 pp. 93–112 (glassmaking).

# Correlation: PASS Novice Level II



# PASS: Novice Level II - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.1</b> Students will understand and interpret written and spoken language on a variety of topics.</p>	<p>1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.</p>	<p>Unit 3 model sentences at the start of Stages: pp. 2–4, 22–23, 72–73, 106, 122–124, 144–145, 168–169, 184–185, 204–205, 222–223.</p>
	<p>2. Understand key words in written material such as advertisements, schedules, and menus.</p>	<p>Unit 3 pp. 72–75, 77–78, 106, 129, 131, 226–228, plus the interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.</p>	<p>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.</p>
	<p>4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.</p>	<p>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.</p>
	<p>5. Respond to simple commands, familiar vocabulary, and language structures.</p>	<p>Unit 3 model sentences at the start of Stages: pp. 2–4, 22–23, 72–73, 106, 122–124, 144–145, 168–169, 184–185, 204–205, 222–223.</p>

# PASS: Novice Level II - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<b>1.2</b> Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.	1. Initiate greetings, introductions, and leave-taking.	Unit 3 model sentences at the start of Stages: pp. 2–4, 22–23, 72–73, 122–124, 144–145, 168–169, 184–185, 204–205.
	2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.	Unit 3 pp. 2–4, 22–23, 58, 61–62, 77–78, 122–124, 129, 131, 144–147, 153–154, 184–186, 207–208.
	3. Express personal needs, preferences, and feelings.	Unit 3 pp. 5, 72–73, 75, 95, 97, 150–151, 169, 223–224, 244–245.
	4. Initiate simple commands.	Unit 3 model sentences at the start of Stages: pp. 106, 222–223.

# PASS: Novice Level II - Communication

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<b>1.3</b> Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.	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.
	2. Give simple commands and make requests of another person or group.	Unit 3 pp. 5, 72–73, 75, 95, 97, 150–151, 169, 223–224, 244–245.
	3. Retell a simple story using familiar vocabulary and language structures.	Unit 3 pp. 38–40, 90, 125, 226–228.
	4. Write personal journals and send brief messages to friends.	Unit 3 pp. 8, 42, 56, 106, 173, 204–205, 240.
	5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.	Unit 3 pp. 10–11, 24–25, 27–30, 45, 74, 78, 107, 174, 206–207, 222–223, 247.

# PASS: Novice Level II - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.1</b> Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.</p>	<p>1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.</p>	<p>See, for example, Unit 3 Stage 21 pp. 1–20 (life in an important cultural center), Stage 24 pp. 55–70 (practices in travel and communication), Stage 32 pp. 203–220 (approaches to religion and philosophy), and Stage 34 pp. 239–258 (experiences of slavery and freedom).</p>
	<p>2. Identify some customs and traditions such as celebrations and holiday practices of the target culture.</p>	<p>See, for example, Unit 3 Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 203–220 (religious beliefs), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (military life), Stage 30 pp. 167–182 (engineering), and Stage 33 pp. 221–238 (entertainment).</p>
	<p>3. Participate in cultural activities such as games, songs, and dances of the target culture.</p>	<p>See, for example, Unit 3 Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 203–220 (religious beliefs), and Stage 33 pp. 221–238 (entertainment).</p>

# PASS: Novice Level II - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>CONTINUED</b></p> <p><b>2.1</b> Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.</p>	<p>4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 215–291 (religious beliefs), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (the army), Stage 30 pp. 167–182 (engineering), Stage 33 pp. 221–238 (entertainment), and Stage 34 pp. 239–258 (freed slaves).</p>
	<p>5. Recognize and explore the process of stereotyping other cultures.</p>	<p>Throughout the Latin stories of Unit 3, e.g. pp. 24–25, 27–30, 56, 74–75, 77–78, 107, 109–111.</p>

# PASS: Novice Level II - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.2</b> Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.</p>	<p>1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.</p>	<p>Unit 3 photographs and illustrations throughout, plus Stage 24 pp. 55–70 (travel and communication) and Stages 25–27 pp. 71–120 (military life in the provinces).</p>
	<p>2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.</p>	<p>Unit 3 Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 28 pp. 121–142 (archaeological evidence), Stage 29 pp. 143–166 (Roman Forum), Stage 30 pp. 180–181 (use of concrete), and Stage 31 pp. 183–202 (city of Rome).</p>
	<p>3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.</p>	<p>See, for example, Unit 3 Stage 21 pp. 1–20 (Aquae Sulis), Stage 24 pp. 55–70 (travel and communication), Stage 32 pp. 203–220 (religion and philosophy), and Stage 34 pp. 239–258 (slavery and freedom). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>4. Identify countries, regions, and geographic features where the target language is spoken.</p>	<p>Unit 3 Stages 21–28 pp. 1–142 (Roman Britain) and Stage 29 pp. 143–166 (Judea).</p>
	<p>5. Extract samples of the culture's perspectives from popular media in the target culture.</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 22 pp. 21–36 (curse tablets) and Stage 28 pp. 140–142 (inscriptions).</p>

# PASS: Novice Level II - Connections

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>3.1</b> Students will reinforce and further their knowledge of other content areas through the foreign language.</p>	<p>1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.</p>	<p>See, for example, Unit 3 Stage 21 pp. 1–20 (hygiene at Aquae Sulis), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (military life), Stage 30 pp. 167–182 (engineering), Stage 32 pp. 203–220 (religion and philosophy), and Stage 34 pp. 239–258 (slavery and freedom). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).</p>	<p>See, for example, Unit 3 Stage 21 pp. 1–20 (hygiene at Aquae Sulis), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (military life), Stage 30 pp. 167–182 (engineering), Stage 32 pp. 203–220 (religion and philosophy), and Stage 34 pp. 239–258 (slavery and freedom). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>

# PASS: Novice Level II - Connections

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>3.2</b> Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 215–291 (religious beliefs), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (the army), Stage 30 pp. 167–182 (engineering), Stage 33 pp. 221–238 (entertainment), and Stage 34 pp. 239–258 (freed slaves).</p>
	<p>2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 215–291 (religious beliefs), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (the army), Stage 30 pp. 167–182 (engineering), Stage 33 pp. 221–238 (entertainment), and Stage 34 pp. 239–258 (freed slaves).</p>



# PASS: Novice Level II - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.1</b> Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.</p>	<p>1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.</p>	<p>The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.</p>	<p>The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.</p>	<p>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.</p>
	<p>4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.</p>	<p>Unit 3 <i>Practicing the language</i> sections (pp. 13, 33, 48, 65, 80–81, 99, 114, 134, 158–159, 177, 193, 212–213, 231, 251–252).</p>

# PASS: Novice Level II - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.2</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>1. Identify similarities and differences in verbal and nonverbal behavior between cultures.</p>	<p>The interactive <i>Listen</i> and <i>Derive</i> features accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>2. Recognize cross-cultural similarities and differences in the practices of the culture studied.</p>	<p>See, for example, Unit 3 Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 203–220 (religious beliefs), Stage 31 pp. 183–202 (urban planning, and patronage and society), Stage 33 pp. 221–238 (entertainment), and Stage 34 pp. 239–258 (slavery and freedom).</p>
	<p>3. Identify cross-cultural similarities and differences in the products of the culture studied.</p>	<p>See, for example, Unit 3 Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (military life), and Stage 30 pp. 167–182 (engineering).</p>
	<p>4. Recognize cross-cultural similarities and differences in the perspectives within the target culture.</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 215–291 (religious beliefs), Stage 24 pp. 55–70 (travel and communication), Stages 25–27 pp. 71–120 (the army), Stage 30 pp. 167–182 (engineering), Stage 33 pp. 221–238 (entertainment), and Stage 34 pp. 239–258 (freed slaves).</p>

# PASS: Novice Level II - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
5.1 Students will use the language both within and beyond the school setting.	1. Identify professions/occupations which are enhanced by proficiency in another language.	The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 3.
	2. Practice oral or written use of the foreign language with people outside the classrooms.	Unit 3 <i>Practicing the language</i> sections (pp. 13, 33, 48, 65, 80–81, 99, 114, 134, 158–159, 177, 193, 212–213, 231, 251–252).
	3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.	Unit 3 <i>Practicing the language</i> sections (pp. 13, 33, 48, 65, 80–81, 99, 114, 134, 158–159, 177, 193, 212–213, 231, 251–252).
	4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.	The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 3.

# PASS: Novice Level II - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>5.2</b> Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>	<p>1. Demonstrate a willingness to interact with native speakers.</p>	<p>The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 3.</p>
	<p>2. Discover and explore a variety of entertainment sources representative of the target culture.</p>	<p>Unit 3 Stage 21 pp. 1–20 (taking the waters at the Roman baths) and Stage 33 pp. 221–238 (public and private entertainment).</p>
	<p>3. Identify current issues of interest within the target culture.</p>	<p>Throughout the Latin stories of Unit 3, e.g. Stage 22 pp. 21–36 (superstitions), Stage 23 pp. 37–54 and Stage 32 pp. 215–291 (religious beliefs), Stages 25–27 pp. 71–120 (the army), and Stage 34 pp. 239–258 (freed slaves).</p>
	<p>4. Discover and explore samples of art, literature, music, representative of the target culture.</p>	<p>Unit 3 photographs and illustrations throughout, plus Unit 3 Stage 21 pp. 1–20 (baths at Aquae Sulis), Stage 28 pp. 135–142 (archaeological evidence), Stage 29 pp. 143–166 (Roman Forum), Stage 30 pp. 180–181 (use of concrete), and Stage 31 pp. 183–202 (city of Rome).</p>

# Correlation: PASS Intermediate Level III

# PASS: Intermediate Level III - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.1</b> Students will understand and interpret written and spoken language on a variety of topics.</p>	<p>1. Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.</p>	<p>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. Also the interactive <i>Listen</i> feature accompanying Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Understand more detailed information in written advertisements, schedules, and menus.</p>	<p>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.</p>
	<p>3. Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.</p>	<p>Unit 4 Latin stories, especially pp. 22–23, 58–59, and Stages 42 (pp. 125–142), 45 (pp. 187–199), and 47 (pp. 221–229). Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 4.</p>
	<p>4. Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.</p>	<p>Unit 4 Latin stories, especially pp. 74–75, 94, and Stages 41 (pp. 103–114), 44 (pp. 167–177), and 48 (pp. 237–247). Also the interactive <i>Think</i> feature accompanying Latin stories in the WebBook versions of Unit 4.</p>
	<p>5. Respond to a series of commands.</p>	<p>Unit 4 pp. 18–20, 37, 40, 54, 56–59, 68–70, and Stage 45 (pp. 187–199).</p>

# PASS: Intermediate Level III - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>1.2</b> Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>1. Sustain a conversation on selected topics about themselves and others, using details and descriptions. Stage 46 pp. 207–220.</p>	<p>Unit 4 pp. 18–20, 32, and Stage 41 pp. 101–124 and Stage 46 pp. 207–220.</p>
	<p>2. Ask and answer a variety of questions, giving reasons for their answers.</p>	<p>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.</p>
	<p>3. Express personal preferences and feelings with some explanation.</p>	<p>Unit 4 pp. 2, 6–7, 33, 87–89, 91–92, and Stage 42 pp. 125–150 and Stage 45 pp. 187–206.</p>
	<p>4. Initiate a series of commands.</p>	<p>Unit 4 pp. 18–20, 37, 40, 54, 56–59, 68–70, and Stage 45 (pp. 187–199).</p>

# PASS: Intermediate Level III - Communication

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<b>1.3</b> Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	1. Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).	Unit 4 pp. 2, 6–7, 33, 87–89, 91–92, and Stage 42 pp. 125–150 and Stage 45 pp. 187–206.
	2. Give directions to someone in order to complete a multistep task.	Unit 4 pp. 68–70, 74, and Stages 43–44 pp. 151–186.
	3. Recount an event incorporating some description and detail.	Unit 4 pp. 22–23, 34, 37, 40, 60, 94, and Stage 48 pp. 237–256.
	4. Write one-page compositions and letters.	The interactive <i>Read</i> feature accompanying the Latin stories in the WebBook versions of Unit 4, plus the Unit 4 <i>Practicing the language</i> sections (pp. 10, 26, 42–43, 61, 78–79, 95, 117, 145–146, 160, 180–181, 200–201, 214–215, 230–231, 249–250).
	5. Present student-created and/or authentic short plays, stories, skits, poems and songs.	Unit 4 pp. 50, 52, 54, 56–59, 86, and Stage 47 pp. 221–236.



# PASS: Intermediate Level III - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.1</b> Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>1. Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.</p>	<p>Unit 4 Stage 35 pp. 1–16 (contrasting rural and urban life), Stage 36 pp. 17–30 (reading for pleasure), Stage 38 pp. 49–66 (views on marriage), Stage 39 pp. 67–84 (children's education), and Stage 43 pp. 151–166 (experience of divorce).</p>
	<p>2. Explain in simple terms the reasons for different traditions and customs of the target culture.</p>	<p>Unit 4 Stage 38 pp. 49–66 (marriage), Stage 39 pp. 67–84 (education), Stage 43 pp. 151–166 (divorce and remarriage), Stage 47 pp. 221–236 (funeral games), and Stage 48 p. 255 (emperor worship).</p>
	<p>3. Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment.</p>	<p>Unit 4 Stage 38 pp. 49–66 (marriage customs), Stage 39 pp. 67–84 (experience of education), Stage 43 pp. 151–166 (divorce and remarriage), Stage 44 pp. 167–186 (young people), and Stage 45 pp. 187–206 (relationships).</p>
	<p>4. Identify and discuss perspectives typically associated with the target culture's business practices.</p>	<p>Unit 4 Stage 35 pp. 1–16 (urban and rural economy), Stage 37 pp. 31–48 (business of the imperial council), Stage 40 pp. 85–100 (law courts), Stage 41 pp. 101–124 (provincial government), and Stage 48 pp. 237–256 (the Roman emperor).</p>
	<p>5. Discuss some commonly held generalizations about the target culture.</p>	<p>Throughout the Latin stories of Unit 4, especially Stage 41 pp. 101–124 (the views on provincial peoples) and Stage 48 pp. 237–256 (political intrigue at the imperial court).</p>

# PASS: Intermediate Level III - Cultures

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>2.2</b> Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>1. Explain the significance of objects, images, and symbols, and products of the target culture.</p>	<p>Unit 4 photographs and illustrations throughout, e.g. Stage 44 pp. 167–186 (representation of Daedalus and Icarus) and Stage 47 pp. 221–236 (funeral games among the Greeks and the Romans).</p>
	<p>2. Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.</p>	<p>Unit 4 Stage 37 pp. 31–48 (workings of government), Stage 40 pp. 85–100 (legal process), Stage 41 pp. 101–124 (provincial government), Stage 42 pp. 125–150 (the poetic tradition), Stage 44 pp. 167–186 (representations of literature), and Stage 48 pp. 237–256 (the Roman emperor).</p>
	<p>3. Identify the influence of the target culture on the products of the U.S.</p>	<p>See, for example, Unit 4 Stage 35 pp. 1–16 (rural and urban life), Stage 36 pp. 17–30 (epigrams), Stage 38 pp. 49–66 (marriage customs), Stage 44 pp. 167–186 (influence of myth), Stage 45 pp. 187–206 (love poetry), Stage 47 pp. 221–236 (epic poetry), and Stage 48 pp. 237–256 (political life).</p>
	<p>4. Explain the impact of the target country's geography on daily life in the target culture.</p>	<p>Unit 4 Stage 35 pp. 1–16 (economy of the Italian countryside) and Stage 46 pp. 207–220 (natural disaster through volcanic eruption).</p>
	<p>5. Identify the target culture's basic perspectives in its art, literature, music, dance.</p>	<p>Stage 36 pp. 17–30 (poetry readings), Stage 39 pp. 67–84 (elite education; imperial palaces), Stage 42 pp. 125–150 (poets), Stage 44 pp. 167–186 and Stage 47 pp. 221–236 (types of epic poetry), and Stage 45 pp. 187–206 (love poetry).</p>

# PASS: Intermediate Level III - Connections

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>3.1</b> Students will reinforce and further their knowledge of other content areas through the foreign language.</p>	<p>1. Transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.</p>	<p>See, for example, Unit 4 Stage 40 pp. 85–100 (legal system), Stage 42 pp. 125–150 (poetry), and Stage 46 pp. 207–220 (letters). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.</p>	<p>See, for example, Unit 4 Stage 40 pp. 85–100 (legal system), Stage 42 pp. 125–150 (poetry), and Stage 46 pp. 207–220 (letters). Also the interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.</p>
<p><b>3.2</b> Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>1. Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.</p>	<p>Throughout the Latin stories of Unit 4, e.g. Stage 35 pp. 1–16 (rural and urban life), Stage 36 pp. 17–30 (reading poetry), Stage 38 pp. 49–66 (marriage customs), Stage 44 pp. 167–186 (Daedalus and Icarus), Stage 45 pp. 187–206 (love poetry), Stage 47 pp. 221–236 (epic poetry), and Stage 48 pp. 237–256 (Nero and Agrippina).</p>
	<p>2. Use authentic sources to explore the distinctive perspectives of the foreign culture.</p>	<p>Throughout the Latin stories of Unit 4, e.g. Stage 39 pp. 67–84 (educational values), Stage 40 pp. 85–100 (legal processes), Stage 43 pp. 151–166 (attitudes to divorce and remarriage), and Stage 46 pp. 207–220 (perspectives on natural disaster).</p>

# PASS: Intermediate Level III - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.1</b> Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.</p>	<p>1. Explore the historical and cultural reasons for cognates and borrowed words.</p>	<p>The interactive <i>Derive</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Use knowledge of sound and writing systems (including stress, intonation, punctuation) to communicate on topics of personal interest.</p>	<p>The interactive <i>Listen</i> feature accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>3. Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.</p>	<p>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.</p>
	<p>4. Use appropriate idiomatic expressions in limited settings.</p>	<p>Unit 4 <i>Practicing the language</i> sections (pp. 10, 26, 42–43, 61, 78–79, 95, 117, 145–146, 160, 180–181, 200–201, 214–215, 230–231, 249–250).</p>

# PASS: Intermediate Level III - Comparisons

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>4.2</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>1. Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.</p>	<p>The interactive <i>Listen</i> and <i>Derive</i> features accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Give basic descriptions of crosscultural similarities and differences in the practices of the target culture.</p>	<p>See, for example, Unit 4 Stage 35 pp. 1–16 (rural and urban life), Stage 38 pp. 49–66 (marriage customs), Stage 43 pp. 151–166 (divorce and remarriage), and Stage 48 pp. 237–256 (political life).</p>
	<p>3. Give basic descriptions of crosscultural similarities and differences in the products of the target culture.</p>	<p>See, for example, Unit 4 Stage 36 pp. 17–30 (epigrams), Stage 44 pp. 167–186 (influence of myth), Stage 45 pp. 187–206 (love poetry), and Stage 47 pp. 221–236 (epic poetry).</p>
	<p>4. Give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.</p>	<p>Throughout the Latin stories of Unit 4, e.g. Stage 39 pp. 67–84 (educational values), Stage 40 pp. 85–100 (legal processes), Stage 43 pp. 151–166 (attitudes to divorce and remarriage), and Stage 46 pp. 207–220 (perspectives on natural disaster).</p>

# PASS: Intermediate Level III - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>5.1</b> Students will use the language both within and beyond the school setting.</p>	<p>1. Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.</p>	<p>The interactive <i>Listen</i> and <i>Derive</i> features accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.</p>	<p>Unit 4 <i>Practicing the language</i> sections (pp. 10, 26, 42–43, 61, 78–79, 95, 117, 145–146, 160, 180–181, 200–201, 214–215, 230–231, 249–250).</p>
	<p>3. Establish contact with a native speaker through Internet, e-mail, personal travel.</p>	<p>Unit 4 <i>Practicing the language</i> sections (pp. 10, 26, 42–43, 61, 78–79, 95, 117, 145–146, 160, 180–181, 200–201, 214–215, 230–231, 249–250).</p>
	<p>4. Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.</p>	<p>The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 4.</p>

# PASS: Intermediate Level III - Communities

Standard	Progress indicator	Correlation with Cambridge Latin Course Level I (Unit 1 and Unit 2)
<p><b>5.2</b> Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>	<p>1. Exchange information with native speakers about topics of personal interest.</p>	<p>The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 4.</p>
	<p>2. Explore various target language resources to expand their knowledge of individual hobbies or interests.</p>	<p>Throughout the Latin stories of Unit 4, e.g. Stage 39 pp. 67–84 (experience of education), Stage 44 pp. 167–186 (young people), and Stage 45 pp. 187–206 (relationships).</p>
	<p>3. Research current issues of interest using various foreign language/culture sources.</p>	<p>Throughout the Latin stories of Unit 4, e.g. Stage 39 pp. 67–84 (educational values), Stage 40 pp. 85–100 (legal processes), Stage 43 pp. 151–166 (attitudes to divorce and remarriage), and Stage 46 pp. 207–220 (perspectives on natural disaster).</p>
	<p>4. Demonstrate extracurricular use of target language media as a source of entertainment.</p>	<p>The interactive <i>Listen</i> and <i>Read</i> features accompanying the Latin stories in the WebBook versions of Unit 4.</p>

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