

**WEST VIRGINIA
FOREIGN LANGUAGE SPECIFIC CRITERIA LEVEL I**

Unit 1 Fourth Edition Student Book 0521 78228-7

Unit 2 Fourth Edition Student Book 0521 78229-5

A. COMMUNICATIONS

1. Ask and answer questions concerning basic information (e.g., courtesies, greetings, likes and dislikes, personal needs). 1.1,1.4,1.5

Students are provided contextualized questions and answers as models, and exercises to imitate and use as basis for own oral and written work: Unit 1: SB 24, 25, 36, 38, 40, 54, 55, 56, 57, 58, 77, 114, 149-150, 166, 167, 184, 185, 188; OW 8, 17, 24, 26, 27, 58, 64, 67, 82, 88; Unit 2: SB: 8-9, 32-33, 36-37, 39, 41-42, 80, 98, 141-142, 145-146, 148, 149-150, 151; OW 6, 20, 38, 41,71

2. Give and follow written and spoken instructions. 1.3,1.6,1.13

Models: Unit 1: SB 168, 184, 189, 210 Unit 2: SB: 8-9, 12, 28-29, 32-33, 36-37, 41-42, 54-55, 94-95, 123-124, 125-126, 141-142, 145-146, 147, 163-165, 167-168, 171-173, 203, 206, 207; OW 63

3. Produce and comprehend the description of people and/or things in the immediate environment. 1.2,1.10

Unit 1: SB: Visually-based opening model sentences: 2-6, 20-23, 52-56, 70-73, 88-89,104-105, 122-124, 142-144, 162-165, 182-183, 202-204; Readings supporting description: 7, 24, 25, 36, 37, 38, 40, 74, 90, 91, 92, 110, 114, 125, 132, 145-146, 149-150, 166, 168, 171, 174, 206, 209, 210; OW: 19,20, 21, 32, 35, 40, 44, 53, 57, 59, 63, 64, 67, 69, 70, 71, 72, 73, 82, 88, 145, 146; Unit 2: SB: Model sentences: 2-4, 28-29, 52-53, 72-73, 92-93, 138-139, 162; Readings: 5, 13-14, 30, 32-33, 36-37, 39, 41-42, 54-55, 56, 60-62, 74, 75-76, 79, 94-95, 98, 100, 114, 116-117, 120, 123-124, 140, 141-142, 145-146, 148, 149-150, 163-165, 167-168, 171-172, 172-173, 174-175; Sentences in Latin to practice with focus on description: 34-35, 38, 59, 192-196; OW: 8, 14, 16, 17, 18, 24, 26, 28, 34, 36, 41, 49, 50, 52, 54, 59, 60, 61, 64, 67, 68, 75, 76

4. Recognize isolated words and phrases in a situational context, short conversations, and narratives (e.g., menus, signs, schedules, advertisements, and song). 1.7, 1.8, 1.9, 1.11, 1.29

Unit 1: SB: *Practicing the Language*: 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215; *Word Study*: 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221; based on readings: 39, 96, 129, 147, 173, 207; TM: Diagnostic tests 92-93, 94, 157-158; OW: 5, 8, 11, 12, 13, 14, 17, 20, 21, 22, 24, 26, 29, 33, 34, 35, 36, 38, 39; Unit 2: SB: *Practicing the Language* 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153,174-175; *Word Study*: 25, 49, 69, 89, 111, 135, 159, 181; readings 10, 37, 39, 57, 77, 96, 121, 143, 169, 173; TM Diagnostic tests 76-78, 154-155; OW 4, 5, 6, 7, 8, 13, 14, 15, 16, 17, 19, 20, 24, 26, 28, 31, 34, 36, 37, 38, 41, 42, 43, 46, 49, 50, 52, 54, 56, 59, 60, 61, 63, 64, 65, 67, 68, 71, 72, 75, 77, 80

5. Write and/or recite familiar words or phrases in a variety of situations. 1.14, 1.15, 1.16

Unit 1: SB 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215; OW 5, 8, 17, 19,

24, 27, 32, 34, 36, 50, 58, 64, 67, 70, 72, 77, 89, 91, 92; Unit 2: SB 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175; OW 5, 20, 52

B. CULTURES

1. Identify social, geographical and historical factors that impact the target culture. 1.20

Unit 1: Pompeii AD 79: SB Pompeii city & destruction 43-47, 138, 202-210, 216-220; politics 52-58, 62-66, 182-190, 194-198; influence of Greeks 162-169; geography 10, 43-47, 216-220; historical overview 256-259; OW 9, 12, 23, 25, 42, 43, 60, 61, 85, 89, 90, 93, 94-96; Unit 2: Roman provinces AD 80-82: SB conquest of Britain 2-14, 17-24, 30-42, 44-48, 52-62, 64-68, 72-79, 83-88; Alexandria 92-93, 98-101, 105-110, 133; geography 17-19, 22, 104-107, 131-133; historical overview 240-243; OW 9, 10, 11, 12, 21, 22, 23, 25, 29-30, 31, 32-33, 40, 41, 45, 46, 47-48, 54-55, 57-58, 62, 65, 71

2. Observe and identify daily routines and common generalizations about the target culture. 1.17, 1.18, 1.19

Unit 1: SB Forum 52-58, 62-66; home life 3-7, 13-15, 20-25, 34-36; economics & slavery 36-40, 43-47, 88-92, 97-100 education & life skills 162-172, 175-178; beliefs 108-114, 115-118; arts & recreation 70-77, 81-84, 122-131, 134-138, 142-152, 154-158; cultural index 252-254; OW 6, 7, 9, 10, 12, 15, 16, 18, 29, 30, 31, 35, 37, 44, 48, 49, 51, 60, 64, 65, 66, 68, 76, 77-78, 80, 82, 83, 84, 85-86; Unit 2: SB agricultural life 28-33, 36-37, 41-42, 44-48; territorial governors 52-55, 66-67, 72-77, 83; cult of the emperor 93, 98-99; funeral games pp. 60-62; cults and festival of Isis 119-121, 138-150, 154-158; medical practices 162-172, 176-180; cultural index 235-236; OW 12, 21, 26, 41, 50, 52, 53, 56, 57-58, 60, 65, 67, 68, 70, 72-73, 74-75

3. Be cognizant of artistic, scientific and philosophical contributions of the target culture. 1.21

Unit 1: SB performance arts 70-77, 81-84; painting 9, 16, 24, 25, 32, 35, 37, 43, 50, 63, 69, 76, 80, 95, 102, 106, 132, 161, 180, 194, 201, 205, 217; mosaics 7, 14, 16, 32-33, 83-85, 95, 99, 103, 107, 109, 110, 129, 133, 140, 152, 160, 169, 177, 223; philosophy 118, 169; OW 37, 51, 77-78; Unit 2: SB science & medicine: 162-172, 176-180; arts- specific focus 115, 119, 127-131, 154-158; arts-photos 10, 18, 31, 41, 48, 49, 67, 76, 77, 85, 86, 90, 96, 99, 103, 111, 133, 134, 140, 146, 151, 164; OW 39, 40, 45, 46, 47-48, 53, 54-55, 57-58, 62, 72-73, 78-79

4. Recognize language and behaviors that are/were appropriate to the target culture. 1.22, 1.23

Unit 1: SB daily life, 3-7, 9, 20-23, 24-25, 27-28, 104-105, 106, 108-110, 112, 113-114; town life & civic duties 36-40, 39, 42, 52-56, 57-58, 60-61, 142-144, 145-147, 149-150, 151, 182-183, 184-185, 188-190, 192-193; recreation 70-73, 74, 77, 79-80, 122-124, 125-129, 131, 133; education 88-89, 162-165, 166-169, 172, 173, 174; OW behaviors 9, 15, 16, 35, 37, 51, 60, 77, 78, 85-86; language 5, 6, 11, 12, 13, 14, 22, 27, 33, 34, 39, 40, 41, 47, 53, 56, 57, 59, 63, 64, 65, 67, 69, 71, 72, 73, 79, 80; Unit 2: SB daily life 2-4, 5-14, 15-16, 28-29, 30-32, 37, 39, 43, 92-93, 94-103; politics 52-53, 54-63, 72-73, 74-77, 81-82; beliefs 52-53, 56-57, 63, 93, 96, 98-99, 102-103, 139, 141-142, 143, 148-150, 152-153; OW behaviors 10, 11, 23, 29, 60, 65, 70; language 4, 7, 8, 13, 14, 15, 16-17, 19, 20, 24, 35, 36, 37, 38, 41, 42, 43, 46, 49, 50, 56, 59, 61, 63, 64, 68, 76, 77

5. Compare and contrast native, target, and same-language cultures. 1.24, 1.25

Unit 1: SB diversity 11, 12, 45, 97-100, 118, 162-169, 177-178; reflect on perspective 39, 129, 147, 173, 207; OW 7, 10; Unit 2: SB diversity – Latin readings 13-14, 54-57, 60-62, 74-77, 96, 98-101, 108-109, 120-121, 123-124, 133, 134, 141, 145-146, 148-150, English readings 18-21, 64-67, 105-109, 132-134, 158, 176-179; analyze perspective & diversity 7-10, 36-37, 39, 54-57, 74-77, 94-96, 120-121, 140-143, 167-169, 171-173; OW 57-58, 79

C. CONNECTIONS

1. Recognize similarities and differences in the native and target language (e.g., cognates, false cognates, idioms, derivatives, and sound patterns). 1.26, 1.27

Unit 1: SB basic training in Latin structure in *About the Language* 8, 26, 41, 59, 75-76, 78, 93-94, 107, 111, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242; derivatives in *Word Study* 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221; Latin specifically compared to English 8, 26, 93, 107, 111, 186, 191; OW 6, 7, 8, 20, 28, 29, 32, 34, 38, 39, 43, 46, 54, 55, 61, 72, 74-75, 90; Unit 2: SB basic training in Latin structure in *About the Language* 11-12, 14, 34-35, 38, 40-41, 58, 59, 78, 80, 97, 118, 122, 144, 147, 151, 166-167, 170, 185-213; derivatives in *Word Study* 25, 49, 69, 89, 111, 135, 159, 181; OW 5, 9, 25, 27, 34, 35, 37, 44, 51, 62, 69, 73, 77, 78, 80

2. Recognize information and skills common to the foreign language and other disciplines. 1.28

Unit 1: other language studies: OW 28, 74-75; history: SB 43-47, 138, 202-210, 216-220, 256-259, OW 9, 23, 25, 35, 37, 90, 93, 94-96; geography: SB 10, 43-47, 216-220, OW 23, 25, 93, 96; economics SB 36-40, 43-47, 88-92, 97-100, OW 42-43; education SB 162-172, 175-178, 180, OW 74, 76, 77-78; government SB 52-58, 62-66, 182-190, 194-198, OW 85-86; health OW 15, 16, 18; arts OW 35, 37, 83; religion SB 50, 207, 209, 213, OW 51; architecture SB 13-15, 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 157, 158, 159, 213, 217, OW 7, 10; Unit 2: other language studies OW 9, 78; history SB 2-14, 17-24, 52-62, 64-68, 72-79, 83-88, 92-93, 98-101, 105-110, 133, OW 9, 10-11, 12, 21, 22, 23, 25, 29-30, 32-33, 40, 45, 58; geography SB 17-19, 22, 104-107, 131-133, OW 31, 45; economics SB 5, 6, 19, 22, 46-48, 77, 132, 133, 169, OW 12, 21, 47, 51; education OW 48, 54; science SB 108, 162-172, 176-180, OW 78-79; arts SB 115, 119, 127-131, 154-158, OW 39, 40, 53, 57-58, 72-73; religion SB 21, 56-57, 67, 98-99, 119, 133, 148-150, 153, 154-158, OW 58, 60, 62, 70; sociology SB 5, 21, 48, 96, 108-109, 132-133, OW 21; architecture SB 20, 21, 44-45, 65, 66, 68, 83-86, 104-104, 106-107, OW 46; literature and mythology SB 103, 115, 119, 154-155, 157, OW 27, 66-67

3. Identify opportunities to use the target language in the world community. 1.30, 1.31

To accomplish this student-based objective, Units 1 & 2 provide thorough, contextualized content knowledge and skills so that students may interact effectively with the world community by participating in conversations, seminars, courses, presentations, contests, and tests. Examples of such learning include: Unit 1: SB theater productions 70-77, 80-84, a Roman education 162-172, slavery 88-92, politics 52-58, 182-190, history 2-14, 17-24, 52-62, 64-68, 72-79, 83-88, 92-93, 98-101, 105-110, 133, grammar 9, 27-28, 42, 60-61, 79-80, 95-96, 112, 133, 151, 174, 192, 214-215, derivatives 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221, control of vocabulary 18, 34, 50, 68, 86, 102, 120, 140, 160, 180, 200, 222, 241-251; OW apply concepts 7, 11, 20, 28, 29, 32, 34, 38, 39, 46, 54, 55, 61, 72, 90; Unit 2: Roman empire 2-14, 17-24, 30-42, 44-48, 52-62, 64-68, 72-79, 83-88, 92-93, 98-101, 105-110, 133, science 162-172, 176-180, religion 21, 56-57, 67, 98-99, 119, 133, 148-150, 153, 154-158, architecture 20, 21, 44-45, 65, 66, 68, 83-86, 104-105, 106-107, grammar 15-16, 43, 63, 81-82, 102-103, 125-126, 152-153, 174-175, derivatives 25,

49, 69, 89, 111, 135, 159, 181, control of vocabulary 26, 50, 70, 90, 112, 136, 160, 182, 215-234;
OW apply concepts 5, 20, 25, 27, 35, 44, 51, 62, 69, 73, 77, 78, 80

D. MULTIMEDIA

1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.

Materials available with these Units from Cambridge University Press include Omnibus Workbooks, Stage Tests, Audio Cassettes and Audio CDs. A wide variety of Course-specific materials is also available from the North American Cambridge Classics Project (NACCP) through its Resource Center and web site: www.cambridgelatin.com Resources include worksheets, transparencies, picture cards, software, project ideas, examinations and slides.

2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.

Teacher's Manual with suggestions for instruction, evaluation, and assessment, answer keys, background information on references and illustrations /photos; Student Book and Omnibus Workbook provide rich visual environments; inclusive approach with both inductive and deductive instructional approaches leads to success for diverse learning styles; variations in reading types (e.g. prose, dialogue) and audio components aid auditory learners

3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.

Each Unit's Student Book contains: Table of Contents, Language Information Section with review and additional exercises and complete bilingual glossary, Index of Cultural Topics, Index of Grammatical Topics, Time Chart, and maps within the Stage (Chapter) to which the information applies. Each Stage contains exercises in *Practicing the Language* and *Word Study* sections and additional exercises are found in the Language Information section. The Omnibus Workbook provides exercises on each aspect of each Stage (reading skills, grammar, vocabulary, derivatives, culture, history) with an *Audite-dicite* section for additional aural-oral practice.

4. Basic technologies including:

- a) Supplemental materials utilizing Internet sites and related visual technologies.
- b) Computer software to access information and provide materials for research.

Cambridge University Press currently does not have software directly related to the Course. However, the North American Cambridge Classics Project (NACCP) Resource Center lists appropriate software in its catalog and on its web site: www.cambridgelatin.com

c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.

Cambridge University Press currently does not have video / DVD with the Course. However, the North American Cambridge Classics Project (NACCP) Resource Center has videos and slides of topics and activities relating to the Course. See the NACCP catalog or web site:

www.cambridgelatin.com

**WEST VIRGINIA
FOREIGN LANGUAGE
SPECIFIC CRITERIA
LEVEL II**

Unit 3 Third Edition Student Book 0521 34382-8

A. COMMUNICATION

1. Elaborate on basic ideas of likes, dislikes, feelings, agreement, etc. 2.3

SB: Extensive modeling through sentences.4, 71, 172; stories/dialogues 5-6, 8, 9, 10, 26, 27, 29-33, 40, 42, 44-45, 56, 58-60, 72, 73-74, 76-78, 92, 107, 110, 128, 132, 157-158, 162, 174, 177, 194, 208, 211, 213-214, 230, 244, 247, 251; *Practicing the Language* 47, 62, 95, 98, 113, 114; examples found in questions in English 9, 16, 46, 57, 108, 175, 231-232; use of adverbs or adjectives, etc. to qualify statements expressing emotions, e.g.: pp. 14, 34, 62, 135, 180; in *Language Information* 267 (comparison of adjectives), 281 (deponent verbs), 282-283 (irregular verbs), 295 (longer sentences); WB 32-35

2. Exchange information, both orally and written, about a variety of topics (e.g., school, personal activities, permission, give/ask directions). 2.1, 2.2

SB: Activities related to health and well-being 2-13; belief and superstition 24-33, 40-45, 206-215; travel 55-60; serving in the military 70-78, 106-112; city life 150-162, 172-179; entertainment: pp. 226-233; *About the Language* sections provide oral and written contextualized training in the elements and structure of the Latin language 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297; *Practicing the Language* sections in which students use the elements of Latin to create meaningful sentences within these contexts 14-16, 34-35, 46-47, 62-64, 79-80, 98-99, 114-115, 134-135, 164-165, 180-181, 197, 216-217, 235-236, 253-254; WB 14-15, 28-29, 54

3. Comprehend spoken and/or written materials on familiar topics. 2.4, 2.6, 2.26

SB: contextualized sentences and readings 2-4, 5-10, 12-13, 24-25, 26-28, 29-33, 40-43, 44-45, 55-57, 58-60, 70-71, 72-74, 76-78, 90-93, 94-95, 96-97, 106, 107-108, 110-112, 124-126, 127-131, 132-133, 150-152, 153-159, 160-162, 172, 173-175, 177-179, 188-189, 190-194, 206-207, 208-211, 213-215, 226-227, 227-233, 244-249, 251; English comprehension questions 8-9, 46, 57, 93, 108, 129, 130-131, 158, 175, 193, 231-232, 247; TM Diagnostic tests 168-179; WB 3-4, 6-7, 11, 14-19, 25-27, 28-29, 32-35, 36-37, 38-39, 40-41, 42-44, 48-49, 50-51, 52-53, 54, 55, 56-57,

59, 61-62, 63-64, 65-67, 71-72, 73-75

4. Expand reading and aural comprehension of authentic materials by using context clues. 2.5, 2.7

Authentic and adapted authentic SB 36-37, 100, 143-146, 257; WB 6-7, 36-37, 38-39, 40-41, 42-43, 50-51, 63

5. Write and present brief messages and paragraphs on given topics of a personal interest. 2.8, 2.9, 2.10, 2.13

Students are provided with a wide array of topics which can serve as basis for writing or for further investigation: SB Rome 199-201; Forum 150-152, 166-169; entertainment 226-229, 238-241, curses 24-33, 36-37; prophesy 40-45, 48-52; astrology and foreign cults 213-214, 237-238; tombstone inscriptions 143-146; engineering 64-65, 181-185; travel 55-57, 66; Roman soldier 70-78, 81-86, 106-112, 116-121; students may also check the *Index of Cultural Topics* 343-344; WB Topical practice model sentences 14-19, 25, 32-35, 48-49, 52-53, 54, 61-62, 73-75

6. Read aloud a familiar passage with appropriate intonation and comprehensible pronunciation. 2.11

SB 2-4, 5-10, 12-13, 24-25, 26-28, 29-33, 40-43, 44-45, 55-57, 58-60, 70-71, 72-74, 76-78, 90-93, 94-95, 96-97, 106, 107-108, 110-112, 124-126, 127-131, 132-133, 150-152, 153-159, 160-162, 172, 173-175, 177-179, 188-189, 190-194, 206-207, 208-211, 213-215, 226-227, 227-233, 244-249, 251; WB especially effective 26, 38-39, 42-43, 63

7. Summarize, in oral and written form, authentic materials. 2.12

SB 36-37, 100, 143-146, 257; WB 6-7, 36-37, 38-39, 40-41, 42-43, 50-51, 63

B. CULTURES

1. Identify and discuss social, geographical, and historical factors that impact the target culture. 2.17

The Unit 3 story line is set in the territory of Roman Britain and in the city of Rome in the years AD 81-83. SB: Roman Britain: life in Bath 2-4, 5-10, 8-9, 10-11, 12-13, 14, 24-25, 26-28, 29-33, 34-35, 40-43, 44-45, 46-47, 55-57, 58-60, 61; Roman military presence 70-71, 72-74, 75, 76-78, 79-80, 90-93, 94-95, 96-97, 98-99, 106, 107-108, 109, 110-112, 113, 114-115, 116, 124-126, 127-131, 132-133, 134, 135, 136-137; Rome: the city and its key sites 150-152, 153-159, 160-162, 163, 164-165, 172, 173-175, 176, 177-179, 180-181, 188-189, 190-194, 195-196, 197, 198; Rome, a melting pot of beliefs, interests, and social divisions 206-207, 208-211, 213-215, 216-217, 218, 226-227, 227-233, 234, 235-236, 237, 244-249, 250, 251, 252, 253-254; cultural and historical events 17, 18-19, 52, 100-102, 157-159, 166-168, 185, 221, 237, 238; historical overview 240-243; geography 16-19, 138, 199-201; WB 5-7, 8-9, 12-13, 20-24, 30-31, 36-37, 40-41, 45-47, 55, 68-70, 73-75

2. Identify and discuss daily routines, and common generalizations about the target language. 2.14, 2.15, 2.16

SB : Living in the city of Rome 199-201; the Forum in the life of the Roman citizen 150-152, 166-169; social divisions: patronage 191-194, 202-203, classes 218-220, freedmen 244-251, 255-258; entertainment 226-229, 238-241; beliefs: sacred springs and healing baths 2-13, 16-21, placing curses and making use of the power of the gods 24-33, 36-37, foretelling the future 40-45, 48-52, astrology, philosophy, and foreign cults 213-214, 220-222, 237-238; tombstone inscriptions 143-146; Roman engineering: roads 64-65, buildings 181-185; traveling in the Roman world 55-57, 66; the life and work of the Roman soldier 70-78, 81-86, 106-112, 116-121; WB 5-7, 20-24, 30-31, 36-37, 40-41, 68-70, 73-75

3. Be cognizant of the development of artistic, scientific, and philosophical contribution of the target culture. 2.18

SB: arts 20, 21, 29, 40, 52, 66, 73, 83, 133, 137, 143-146, 173, 183, 224, 237, 240, 257; practical sciences: engineering 18-20, 64-66, 116-121, 181-184; philosophy 213-215, 220-222; WB 5-7, 8-9, 40-41, 45-47

4. React to language and behaviors that are/were appropriate to the target culture. 2.20

SB City behaviors 150-152, 166-169, 199-201; social interactions 191-194, 202-203, 218-220, 244-251, 255-258; recreation 226-229, 238-241; beliefs and rituals 2-13, 16-21, 24-33, 36-37, 40-45, 48-52, 213-214, 220-222, 237-238; traveling 55-57, 66; the role of the military 70-78, 81-86, 106-112, 116-121; WB behaviors 5-7, 20-24, 30-31, 40-41; language 3-4, 14-19, 25, 32-35, 48-49, 52-53, 54, 56-58, 61-62

5. Compare and contrast native, target, and same-language cultures. 2.21, 2.22

SB 19, 51, 120-121, 139-140, 157-159, 182, 190-191, 200-201, 218-222; analytical questions 8-9, 57, 192, 215, 231, 240; WB 30

C. CONNECTIONS

1. Predict similarities and differences in the native and target cultures and languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns). 2.19, 2.23, 2.24

SB training in Latin structure in *About the Language* 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297; derivatives in *Word Search* 22, 38, 53, 67, 87, 103, 122, 147, 170, 186, 204, 223, 242, 259; WB 10-11, 59-60, 65-67

2. Apply information and skills common to the target language and to other disciplines. 2.25

history SB 17, 52, 101, 157-159, 168, 185, 237, 238, 240-243, WB 5-7, 8-9, 36-37, 40-41, 45-47; geography SB 16-19, 138, 199-201, WB 12-13; economics SB 84, 118, 202-203, 218-220, 255-258, WB 55; religion SB 2-13, 16-21, 24-33, 36-37, 40-45, 48-52, 213-214, 220-222, 237-238, WB 5-7; arts SB 20, 21, 29, 40, 52, 66, 73, 83, 133, 137, 143-146, 173, 183, 224, 237, 240, 257, performance arts: 226, 230-231, 238-239, WB 8-9, 36-37, 40-41, 45-47, 50-51, 68-70; education WB 59-60; recreation WB 68-70; architecture and city planning SB 18, 108, 117, 120, 181, 183, 184, 232, 241, WB 5, 8-9, 30-31, 45-47; sociology SB 191-194, 202-203, 218-220, 244-251, 255-258, WB 20-24, 50-51; literature / mythology SB 50, 100, 139, WB 8-9, 38-39, 42-44, 63-64

3. Identify resources in the world community to use the target language and explore the cultures of the countries in which the target language is spoken. 2.27, 2.28

To accomplish this student-based objective, Unit 3 provides thorough, contextualized content knowledge and skills so that students may interact effectively with the world community by participating in conversations, seminars, courses, presentations, contests, and tests. Examples of such learning include: SB performance arts: 226, 230-231, 238-239; history 17, 52, 101, 157-159, 168, 185, 237, 238, 240-243; religious observance 2-13, 16-21, 24-33, 36-37, 40-45, 48-52, 213-214, 220-222, 237-238; arts 20, 21, 29, 40, 52, 66, 73, 83, 133, 137, 143-146, 173, 183, 224, 237, 240, 257; Rome 150-152, 166-169, 199-201; Tomb inscriptions 143-146; Roman engineering 64-65, 181-185, Roman military 70-78, 81-86, 106-112, 116-121; grammar 10-11, 14, 28, 34, 43-44, 57-58, 61, 74-75, 78, 93, 95, 109-110, 113, 116, 131-132, 134, 136-137, 159-160, 163, 176, 179, 195-196, 198, 211-212, 215, 218, 233-234, 236-237, 250, 252, 261-297, derivatives 22, 38, 53, 67, 87, 103, 122, 147, 170, 186, 204, 223, 242, 259, control of vocabulary 22, 38, 53, 67, 87, 103, 122, 146-147, 170, 186, 204, 223, 241-242, 259; WB apply concepts 44, 59-60, 65-67, 68-70

D. MULTIMEDIA

1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.

Materials available with this Unit from Cambridge University Press: Workbook, Examination Masters, and Audio Cassette.

A wide variety of Course-specific materials is also available from the North American Cambridge Classics Project (NACCP) through its Resource Center and web site: www.cambridgelatin.com Resources include worksheets, transparencies, picture cards, software, project ideas, examinations and slides.

2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.

Teacher's Manual with suggestions for instruction, evaluation, and assessment, background information on references and illustrations /photos, diagnostic tests; Student Book and Workbook provide rich visual environments; inclusive approach with both inductive and deductive instructional approaches leads to success for diverse learning styles; variations in reading types (e.g. prose, dialogue) and audio components aid auditory learners.

3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.

The Unit 3 Student Book contains: Table of Contents, Language Information Section with review and additional exercises, Reference Grammar, and complete bilingual glossary; Guide to Characters and Places; Index of Cultural Topics; Index of Grammatical Topics; Time Chart, and maps within the Stage (Chapter) to which the information applies. Each Stage contains exercises in *Practicing the Language* and *Word Search* sections and additional exercises are found in the Language Information section. The Workbook provides exercises on all aspect of each Stage (reading skills, grammar, vocabulary, derivatives, culture, history).

4. Basic technologies including:

- a) Supplemental materials utilizing Internet sites and related visual technologies.
- b) Computer software to access information and provide materials for research.

Cambridge University Press currently does not have software directly related to the Course. However, the North American Cambridge Classics Project (NACCP) Resource Center lists appropriate software for students and teachers in its catalog and on its web site:
www.cambridgelatin.com

c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.

Cambridge University Press currently does not have video / DVD with the Course. However, the North American Cambridge Classics Project (NACCP) Resource Center has videos and slides of topics and activities relating to the Course. See the NACCP catalog or web site:
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**WEST VIRGINIA
FOREIGN LANGUAGE
SPECIFIC CRITERIA
LEVEL III**

Unit 4 Third Edition Student Book 0521 34380-1

A. COMMUNICATIONS

- 1. Facilitate usage of complex structures to exchange and support ideas, opinions, and descriptions. 3.1, 3.2, 3.5

SB Examples of modelling within Latin text: sentences 94, stories/dialogues 2, 6, 18, 24-25, 36, 37, 40, 42, 54-55, 56, 58-59, 61-65, 75, 76-78, 98, 100-101, 114, 116, 117, 121, 122, 126, 141, 142, 144, 146, 150, 161-162, 166-169, 182, 188-189, 200, 202, 206-207, 209-210, 223-224, 226, 244-246, 261, 266; examples found in syntactical items *About the Language / Practicing the Language* 22, 65, 86-87, 103, 104, 146, 172, 190, 230, 231, 268; examples found in questions in English 4, 38, 55, 66-67, 87, 116, 117, 121, 122, 126, 141, 143, 144, 151, 163, 182, 187, 201, 202, 207, 225, 244, 247, 262;

other: *passim*: in vocabulary checklists, etc., use of particular words (nouns, adjs., advs.), etc. to qualify statements expressing emotions, e.g. 9, 213, in cultural information, e.g. translations of actual texts 67-71, 136-137, 251-255, 276,

In *Language Information* 288-289 (comparison of adjs. and advs.), 307-310 (irregular verbs), 311-313 (uses of the cases), 318 (uses of the subjunctive), 320 (indirect statement), 322 (conditional sentences), in Reference Grammar: pp. 329 (fearing clauses), 330 (jussive subjunctive), in Supplementary Reading: 334, 338; WB 1, 18-20, 25-26, 29-31, 32-33, 38-39, 42-43, 45, 46-47, 49, 102-103

- 2. Understand and articulate the main idea of authentic aural and written materials. 3.3, 3.4, 3.24

SB

- poetry of Ovid, Catullus, Vergil: selections 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246; analysis 83-84, 143-144, 149, 151-153, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247
- epigrams of Martial: selections 18-20, 23-25, 145-146; analysis 23-25
- fables of Phaedrus: selection 140-141; analysis 141
- “Satyrical” of Petronius: selections 160-163, 334; analysis 163
- Pliny the Elder, *Letters*: selections 112-129, 222-226; analysis 114-117, 121-123, 126, 129; *Natural History*: selections 338, 340
- *Letters* of Pliny the Younger: selections 336, 340, 342
- histories of Tacitus: selections 258-270, 342, 344; analysis 260, 262, 266, 268
- Suetonius, *Life of Domitian*: selections 346, 348, 350
- *laudatio* pp. 166-169

WB 7-8, 21-22, 26-27, 34-35, 36-37, 40-41, 56-57, 63-67, 74-78, 80-85, 87-88, 91-92, 93, 106-108

3. Use the target language to take notes, to write brief paraphrases of written material, and to write prose, poetry, and essays. 3.9, 3.10, 3.11

SB Students may use the literature (see #2, above) as inspiration and model for their own creations; they may use the questions after all types of readings (4, 23-25, 38, 55, 83-84, 102, 114-117, 121-123, 126, 129, 141, 143-144, 149, 151-153, 163, 181, 182, 187, 190, 201, 202, 206, 207, 211, 212, 238, 239, 241, 244, 247, 260, 262, 266, 268) to take effective notes or write paraphrases; and they learn to write accurately in Latin by practicing contextualized exercises (5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328); WB 24

4. Give oral reports. 3.6

SB Students may find inspiration in the Roman skill of oratory 28-31; topics from which students may wish to choose include: Roman imperial history and politics, 34-42, 45-49, 259-262, 264-270; Roman law 94-103, 106-109; Roman marriage and divorce 58-59, 61-65, 67-71, 160-163, 166-169, 174-177; Greek literature and its influence on Roman literature: 250-255; Roman authors (see #2, above); other ideas may be found in the Index of Authors, Characters, Topics 398-404

5. Produce and complete authentic forms of written communication (e.g., documents, post cards, letters, telephone messages, e-mail). 3.7, 3.8

SB Students will see modeled a variety of authentic Roman forms of communication including letters 112-129, poetry 80-83, 142, 144, 149, 150, 180-189, 200-212, 236-246, epigrams 18-20, 23-25, 145-146, fables 140-141, stories 160-163, *laudatio* 166-169, histories 258-270, and inscriptions 175

B. CULTURES

1. Examine and analyze social, geographical, and historical factors that impact the target cultures. 3.15

The Unit 4 story line is set in Rome AD 83-90. SB history 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352; 408-409; cultural

events 157, 174, 215-217; geography 112, 132-133, 180, 223; cities and provinces 2-4, 6-8, 12-15, 112-129, 132-137; WB 10-14, 16-17, 21-22, 26-27, 34-35, 36-37, 40-41, 42-44, 48, 50-52, 53, 54-55, 90, 93, 104, 105, 106-108

2. Explain the significance of daily routines and common generalizations about the target language. 3.12, 3.13, 3.14

SB daily life in Roman cities and provinces 2-4, 6-8, 12-15, 112-129, 132-137; imperial life 34-42, 45-49, 74-78, 258, 259-262, 264-270, 274-279; Roman law 94-103, 106-109; Love, marriage, and divorce 54-56, 58-59, 61-65, 67-71, 160-163, 166-169, 174-177; the skill of recitation 18-21, 23-25, 28-31; cultural importance of reading / reciting 74-78, 80-83, 88-91, 140-150, 180-189, 194-196, 200-212, 236-246, 250; WB 1, 71, 91-92

3. Discuss the development of artistic, scientific and philosophical contributions of the target cultures in relationship to their historical aspect. 3.16

SB arts 45, 48, 59, 61, 81, 89, 105, 194-196, 201, 203; engineering 119-121; beliefs 276, 279; WB 7-8, 63-67, 69-72, 74-78, 80-85, 87-88, 97

4. Produce language and behaviors that are appropriate to the target culture. 3.18

SB

- behaviors: love, and marriage 54-56, 58-59, 61-65, 160-163, 166-169; city and provincial life 2-4, 6-8, 112-129; imperial life 34-42, 74-78, 259-262, 264-270; Roman courts and law 94-103 recitation of literature: skill, 18-21, 23-25, content 74-78, 80-83, 140-150, 180-189, 200-212, 236-246;
 - language: *About the Language* trains students to recognize the elements and structure of Latin 5-6, 10-11, 22-23, 25-26, 38-39, 43, 57, 60, 65-66, 79-80, 84-86, 99-100, 103-104, 118-119, 123-125, 129-130, 146-147, 153-154, 164-165, 170, 172-173, 186, 190-191, 193, 204, 208-209, 214, 225-226, 228, 231, 243, 248, 263, 268, 271-27; *Practicing the Language* : appropriate and accurate language production 9-10, 27-28, 44-45, 66-67, 86-88, 104-106, 131, 155-156, 171-172, 191-193, 213-214, 229-230, 248-250, 272-273, 284-397
- WB 1, 18-20, 25-26, 29-31, 32-33, 38-39, 44-45, 49, 68, 102-103

5. Compare, contrast, and analyze practices among native, target, and same-language cultures. 3.19, 3.20

SB diversity within the Roman world 69, 132-137, 175; analyze the perspectives and diversity 4, 38, 55, 102; WB 20-21, 71

C. CONNECTIONS

1. Discuss structural similarities and differences between native and target languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns, and non-verbal communication). 3.17, 3.21, 3.22

SB Latin structure 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328; derivatives and synonyms 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280; WB 56-57, 57-58, 59-

62, 63-67, 83, 87-89, 98-99

2. Identify and transfer information and skills which can be applied to other disciplines. 3.23

history SB 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352, 408-409 WB 10-14, 21-22, 26-27, 34-35, 36-37, 40-41, 42-44, 54-55, 93, 104, 106-108; science / health WB 41, 71; politics SB 45-49, 108, 132-134, 174, 258-270, 274-279, WB 10-14, 16-17, 21-22; economics SB 12-15, 67-68, 69, 88, 108, 175-176, WB 50-52, 67-70; geography SB 112, 132-133, 180, 223 WB 50-52, 53; literature / mythology SB 18-20, 23-25, 28-31, 80-83, 88-91, 112-129, 140-150, 177, 194-195, 200-212, 250-255, 334-353, WB 7-8, 35-36, 56-57, 63-67, 69-72, 74-78, 80-85, 87-88, 97

3. Identify resources in the world community to experience the target language and culture. 3.25, 3.26

SB To accomplish this student-based objective, Unit 4 provides thorough, contextualized content knowledge and skills so that students may interact effectively with the world community by participating in conversations, seminars, courses, presentations, contests, and tests. Examples of such learning include: SB geography 112, 132-133, 180, 223; math 119; arts 45, 48, 59, 61, 81, 89, 105, 194-196, 201, 203, 236, 278; influence of Greeks 89-90, 250, 270; politics 45-49, 108, 132-134, 174, 258-270, 274-279; economics 12-15, 67-68, 69, 88, 108, 175-176; history 48-50, 112, 125-126, 132-137, 157, 166-168, 221-227, 232, 258-270, 274-275, 279, 340-341, 342-344, 346-352, 408-409; literature / mythology 18-20, 23-25, 28-31, 80-83, 88-91, 112-129, 140-150, 177, 194-195, 200-212, 250-255, 334-353; grammar 5-6, 9-11, 22-23, 25-28, 38-39, 43-45, 57, 60, 65-67, 79-80, 84-88, 99-100, 103-106, 118-119, 123-125, 129-131, 146-147, 153-156, 164-165, 170-173, 186, 190-193, 204, 208-209, 213-214, 225-226, 228-231, 243, 248-250, 263, 268, 271-273, 284-328; derivatives and synonyms 16, 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280; control of vocabulary 16, 32, 52, 72, 91-92, 110, 138, 158, 178, 197, 218, 233, 256, 280; WB 5, 35, 52, 72, 75, 85

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