

Publisher: Cambridge University Press

Program Title: Cambridge Latin Course

Components: Student Book Unit 1 (SB1), Teacher’s Manual Unit 1 (TM1), Omnibus Workbook Unit 1 (WB1), Stage Tests Unit 1 (ST1), Audio Program Unit 1 (AP1)

Language: Latin

**California State Board of Education  
2003 Foreign Language Primary Adoption  
LANGUAGE LEARNING CONTINUUM**

**STAGE I**

**Grade Level: 6-8**

**CLASSICAL LANGUAGES**

		EXEMPLARS		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery
<b>Function</b>				
	<ul style="list-style-type: none"> <li>Students greet and respond to greetings.</li> </ul>	Modeled: SB1 Ch2 p.24 Ch3 p.36, 38, 40		
	<ul style="list-style-type: none"> <li>Students introduce and respond to introductions.</li> </ul>	Modeled: SB1 Ch4 p 52-56,58		
	<ul style="list-style-type: none"> <li>Students begin to understand and use simple classroom phrases, questions and requests.</li> </ul>			
<b>Context</b>	<ul style="list-style-type: none"> <li>Students reply to oral questions, relying heavily on practiced phrases or content taken from written passages in the text.</li> </ul>	General intro: TM1 p.9-15; SB1 Ch1 p.2-6, Ch4 p.52-56 TM1 p.24-26; p.43 p.159 WB1 1.7 p. 8 2.9 p.17, 3.2 p.19, 3.8 p.24	SB1 Ch4 p.60 A,B,C; TM1 p.45; WB1 4.1 p 26, 4.3 p. 27, 8.7 p. 58	SB1 Ch11 p. 191, Ch12 p.214 ex A-B; TM1 p.81; WB1 9.9 p.67

		<b>EXEMPLARS</b>		
<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students listen to audio texts or the teacher, and respond in English or the target language using patterns modeled by the teacher.</li> </ul>	SB1 Ch2 p.20-23, Ch2 p.25 Ch3 p.40 Ch 4 p.58 TM1 p.31-32, p.36-38, p.44 AP1 track 3; track 4 track 5 track 7	SB1 Ch.4 p. 77, Ch7 p. 108-109, TM1 p. 49, p.59 AP1 track 8 track 10; WB1 1.2 p.5, 2.6 p.14, 3.4 p.20, 5.2 p.33, 5.6 p.36, 6.5 p.40, 7.2 p.44	SB1 Ch10 p.162-165, Ch11 p.182-183 p.184-185 p.188-190 Ch12 p.206 p.208-210 TM1 p.75, p.79 p.87-88 AP1 track 17 track 19 track 20 track 21 track 22 track 23 track 24 track 25 track 26 WB1 10.4 p.71, 10.10p.7711.5 p.82, 12.8 p.92

		<b>EXEMPLARS</b>		
<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students use authentic materials, simple narratives or descriptive sentences, when reading.</li> </ul>	General intro TM1 p. 9-13; SB1 Ch1 p.2-7, Ch2 p.20-25 Ch3 p.36-37 Ch4 p. 57, 61 ex D Ch6 p.88-89 Ch11 p.197-198, 200 TM1 p.24-26 p.31-32 p.43-44 p.53 p.79 p. 90-92 WB1 2.3 p.12, 2.5 p. 13 part 1, 4.2 p.26	SB1 Ch4 p.70-74 Ch7 p.104-106 TM1 p.48-49 p.58-59, WB1 5.4 p. 34, 11.2 p.80	SB1 Ch10 p.166-169, Ch12 p.202-204, 208-210 TM1 p.75-76 p.86-88 WB1 12.4 p.89
	<ul style="list-style-type: none"> <li>Students illustrate reading comprehension by translating, paraphrasing, or responding to questions.</li> </ul>	SB1 Ch2 p.28; Ch3 p.38-39 Ch6 p.95-96 TM1 p.37-38 p.53-54 WB1 2.4 p12, 2.5 p.13 part 2 3.6 p.22	SB1 Ch5 p.80, Ch8 p.128-129 TM1 p.65 WB1 5.5 p.35 parts 1,3, 6.6 p.41, 7.1 p.44, 7.3 p.45, 8.1 p.53, 9.6 p.64 #3 & 4, 9.7 p.65 #2	SB1 Ch10 p.172-173, Ch11 p.184-185, 188-190 Ch12 p.206-207 TM1 p.76 p.80-81; p.86-87; WB1 11.3 p.80, 11.6 p.83, 11.8 p. 86 #33, 12.3 p.88

		<b>EXEMPLARS</b>		
<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students begin to write in the target language by composing notes, lists, poems, postcards, short letters or paragraphs, etc.</li> </ul>	General intro TM1 p.14-15; SB1 Ch 1 p.9 ex A-B Ch2 p.27 ex A,B,C Ch3 p.42 ex A,B,C Ch8 p.132-133 TM1 p.27 p.33 p.39 p.66; WB1 1.1 p.5, 3.1 p.19, 3.5 p.21, 3.6 p.22, 4.5 p.29	SB1 Ch4 p.60 ex A,B,C, Ch5 p.79 ex A,B.C Ch7 p.112 ex A,B,C TM1 p.45 p.50 p.60; WB1 6.4 p.40, 8.4 p.55, 10.3 p.70	SB1 Ch10 p.174 ex A,B,C, Ch11 p.192-193 Ch12 p.214-215 ex A,B,C TM1 p.76 p.82; WB1 9.6 p.64 #3-5 9.7 p.65 part 1 10.3 p.70 10.5 p.72

		<b>EXEMPLARS</b>		
<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
<b>Text Type</b>	<ul style="list-style-type: none"> <li>Students use and understand inflections (endings) for nouns and verbs.</li> </ul>	SB1 Ch2 p.26 ex A-E, Ch3 p.41, Ch4 p.59, Ch5 p.75-76, 78; WB1 2.1 p.11, 3.6 p.22, 5.2 p.33, 5.6 p.36	SB1 Ch6 p.93-94, Ch7 p.111, Ch8 p.130, Ch9 p.148-149, Ch10 p.170; WB1 6.2 p.39, 7.6 p.47, 8.5 p.56, 8.6 p.57	SB1 Ch12 p.212-213, About Language p.226-233; WB1 11.1 p.79, 12.1 p.87, 12.2 p.87
	<ul style="list-style-type: none"> <li>Students recognize how nouns, verbs, and phrases form sentence patterns.</li> </ul>	SB1 Ch1 p.8, Ch2 p.26 ex F	SB1 Ch7 p.107; WB1 6.4 p.40	SB1 Ch11 p.186-187, About Lang. p.237-240; WB1 11.3 p.80
	<ul style="list-style-type: none"> <li>Students use short sentences, learned words and phrases, and simple questions and commands when speaking and/or writing.</li> </ul>	SB1 Ch1 p.2-6, Ch2 p.20-23, 27, Ch4 p.54-56, 60c; WB1 1.7 p.8, 2.9 p.17, 3.8 p.24	SB1 Ch5 p.77, Ch9 p.152; WB1 4.1 p.26, 4.3 p.27, 8.7 p.58, 9.6 p.64	SB Ch10 p. 168, Ch11 p.188-191, Ch12 p.192-193; WB1 9.9 p.67, 10.5 p.72
	<ul style="list-style-type: none"> <li>Students understand some ideas and familiar details presented in clear, uncomplicated sentences when reading and/or listening.</li> </ul>	SB1 Ch1 p.7, Ch2 p.24-25, Ch3 p.40; AP1 tracks 4-5; WB1 2.6 p.14	SB1 Ch6 p.90-91, Ch8 p.125-128, Ch9 p.145-146, 149-150, Ch9 p.152; AP1 Track 15 Track 16 WB1 7.2 p.44	SB1 Ch10 p.168, Ch11 p.188-190; AP1 track18 track 22 WB1 9.1 p.61, 10.4 p.71, 11.5 p.82
	<ul style="list-style-type: none"> <li>Students read and understand short texts or narratives, enhanced by visual cues or vocabulary glosses.</li> </ul>	SB1 Ch4 p.57-58 WB1 2.5 p.13	SB1 Ch8 p.122-124, Ch9 p.142-144; WB1 6.6 p.41, 7.3 p.45, 9.4 p.62, 10.7 p.73	SB1 Ch10 p.166-169, Ch12 p.202-204,206-210; WB1 11.6 p.83, 12.3 p.88

		<b>EXEMPLARS</b>		
<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
<b>Content</b>				
	<ul style="list-style-type: none"> <li>Students understand and convey information on cultural topics, such as daily life of ancient times, cultural and historical figures, and the relationship of the target culture to their culture.</li> </ul>	SB1 Ch1 p.10-16 Ch2 p.28-34 Ch3 p.43-48; WB1 1.8, 1.9 p.9, 1.10 p.10, 2.8 p.16, 2.10 p.18, 3.7 p.23	SB1 Ch5 p.81-84, Ch6 p.97-100, Ch7 p.115-118, Ch8 p.134-138; WB1 4.7 p.30, 5.7 p.37, 7.8 p.49, 9.8 p.66, 10.9 p.76	SB1 Ch9 p.153-158, Ch10 p.175-178, Ch11 p.194-198 Time Chart p.256-259 WB1 11.7 p.84, 11.8 p.85-86, 12.9 p.93
	<ul style="list-style-type: none"> <li>Students begin to understand the history and derivation of words, prefixes, and suffixes in English and their relation to words in the target language.</li> </ul>	SB1 Ch1 p.17, Ch2 p.33, Ch3 p.49; WB1 1.3, 1.4 p.6, 1.5 p.7, 2.2 p.11, 3.3 p.20	SB1 Ch5 p.85, Ch6p.101, Ch7p.119; WB1 4.4 p.28, 4.6 p.29, 5.1 p.32, 5.3 p.34, 7.4 p.46, 8.2 p.54, 10.8 parts 3,4 p.75	SB1 Ch10p179 Ch11p199 Ch12p221 WB1 11.4 p.81 12.6 p.90

The template for **Accuracy** is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

*Please note: The shaded area of the format is reserved for use by Instructional Materials Advisory Panelists. Publishers fill in the Exemplar column only.*

		<b>PUBLISHER EXEMPLARS</b>
<b>Continuum Category</b>	<b>Continuum Text</b>	
<b>Accuracy*</b>		
	<ul style="list-style-type: none"> <li>▪ Students communicate effectively with some hesitation and errors, which do not hinder comprehension.</li> </ul>	LLC Context: Reading / Questions Stage Tests Ch3 item I p. 22-23 Ch10 item I, p. 89-90 Ch11 item VI, VII p.100-101 Ch12 items I, II, IX p. 105-108, 113 LLC Context: Writing Stage Tests Ch1 item VII p. 4 Ch4 item VIII p. 36 Ch5 item VII p. 44 Ch 8 item X p. 76 Ch 11 item III p. 98 LLC Text Type: Reading / Visual Clues Stage Tests Ch2 items XII, XIV p. 19-21 Ch3 item IX p.28 Ch 4 items I, II p. 31-32 Ch5 items VIII, XI p. 44, 47-48 Ch6 item XII p. 58-59
	<ul style="list-style-type: none"> <li>▪ Students demonstrate culturally acceptable behavior for Stage 1 functions.</li> </ul>	LLC Content: Culture Stage Tests Ch1 items IX, X, XI, XII, XIII, XIV p.6-11 Ch2 items VII, VIII, IX, X p.16-18 Ch3 item XI p.30

		<p>Ch4 items X, XI, XII p.37-39  Ch9 items VII, VIII, IX, X p.84-85  Ch10 items V, VIII, XIII p. 93, 94, 96  Ch12 item XI p. 114-116</p>
	<ul style="list-style-type: none"> <li>▪ Students understand most important information</li> </ul>	<p>LLC Text Type: Inflections / Patterns  Stage Tests  Ch3 items II, III, IV p. 23-25  Ch4 items III, IV, V p.33-34  Ch7 item IX p. 68  Ch9 items XI, XII p. 86-87  Ch10 item VI p. 93  Ch11 items IX, XI p. 101-103  Ch12 items III,V,VI p. 108-111  LLC Content: Derivatives / Word patterns  Stage Tests  Ch1 item VIII p. 5  Ch7 item X p. 68-69  Ch8 item VI p. 74  Ch9 item VI p. 83  Ch10 items XI, XII p. 95</p>

\* The purpose of this category is to assess student progress along the Language Learning Continuum.  
Stage I

Publisher: Cambridge University Press

Program Title: Cambridge Latin Course

Components: Student Book Unit 2 (SB2), Teacher’s Manual Unit 2 (TM2), Omnibus Workbook Unit 2 (WB2), Stage Tests Unit 2 (ST2), Audio Program Unit 2 (AP2)

Language: Latin

**California State Board of Education  
2003 Foreign Language Primary Adoption  
LANGUAGE LEARNING CONTINUUM**

**STAGE II**

Grade Level: 7-8

**CLASSICAL LANGUAGES**

		PUBLISHER EXEMPLARS		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery
Function				
	<ul style="list-style-type: none"><li>Students make and respond to requests.</li></ul>	Modeled: SB2 Ch13 p.8-9 Ch14 p.28-29 Ch19 p.141-142, 145-146 Ch20 p.171-173		
	<ul style="list-style-type: none"><li>Students understand and learn how to express important ideas with some detail.</li></ul>	SB2 Ch13 p.2-4 Ch14 p.28-29 Ch15 p.52-55 AP2 Track 1 TM2 p.28-29	SB2 Ch16 p.72-73 Ch17 p.92-93 AP2 Track 9 Track 12	SB2 Ch19 p.138-139 Ch 20 p. 162

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
<b>Context</b>				
	<ul style="list-style-type: none"> <li>Students reply to oral questions expressing more complex thoughts and ideas, relying less on practiced phrases or content taken from written passages in the text.</li> </ul>	SB2 Ch14 p.32-33 AP2 Track 3, 4 TM2 p.22 WB2 14.8 p.20	SB2 Ch13 p.2-4 Ch14 p.28-29 Ch15 p.52-53 AP2 Track 1 WB2 16.8 p.38	SB2 Ch19 p.138-139, 140-142 Ch20 p.162 TM2 p.61-62
	<ul style="list-style-type: none"> <li>Students listen to audio texts and the teacher and respond in English or the target language using patterns modeled by the teacher.</li> </ul>	SB2 Ch13 p.2-4 Ch14 p.32-33, 36-37 AP2 Track 1 Track 3,4 Track 5 TM2 p.11-13 p. 23	SB2 Ch17 p.92-93 AP2 Track12 WB2 18.4 p.52	SB2 Ch19 p.141-142, 145-146, 149-150 Ch20 p.171-173 AP2 Track15 Track 16 Track 17 Track 18 Track 19 TM2 p.62-65
	<ul style="list-style-type: none"> <li>Students illustrate reading comprehension by translating, paraphrasing, or responding to short passages.</li> </ul>	SB2 Ch13 p.8-10, p.13-14 Ch14 p39 TM2 p.13-14 p.24 WB2 13.4 p.6	SB2 Ch16 p.82	SB2 Ch19 p.141-143 Ch20 p.163-165 p.167-169 p.171-173 TM2 p.62 p.69-70 p.71-72 WB2 19.2 p.60 19.7 p. 65

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"><li>Students use authentic materials, such as short narratives, or adapted texts, when reading.</li></ul>	SB2 Ch13 p.19 Ch14 p.37, 41-42 TM2 p.15 p.19 p.24 WB2 14.6 p.18	SB2 Ch17 p.98 AP2 Track13 TM2 p.46-47	SB2 Ch19 p.148-150 Ch20 p.172-173 WB2 19.8 p.66

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students understand important ideas and some details in highly contextualized and authentic texts when reading.</li> </ul>	SB2 Ch13 p.5 Ch15 p.60-62 AP2 Tracks 7,8 TM2 p.11-12, 13 p.31-32 WB2 13.6 p.8 15.6 p.26	SB2 Ch15 p.79 Ch17 p.94-95 TM2 p.38-39 WB2 18.6 p.54	SB2 Ch19 p.149-150 Ch20 p.171-173 TM2 p.64-65 p.71-72 WB2 20.3 p.74-75
	<ul style="list-style-type: none"> <li>Students express more complex ideas in written work.</li> </ul>	SB2 Ch14 p.43 Ch15 p.54-55 TM2 p.28-29 WB2 14.2 p.13	SB2 Ch17 p.102-103 TM2 p.47 WB2 17.4 p.43	SB2 Ch19 p.152-153
<b>Text Type</b>				
	<ul style="list-style-type: none"> <li>Students readily understand common inflections when reading and begin to utilize inflections when writing and/or speaking.</li> </ul>	SB2 Ch13 p.11-12 Ch14 p.34-35, 38, 40-41 Ch15 p.59 TM2 p.13 p.23 p.30-31 WB2 13.1 p.4 14.3 p.14 14.5 p.16-17 14.7 p.19 WB2 13.5 p.7	SB2 Ch15 p.81 Ch17 p.97 Ch18 p.118,122 TM2 p.39 p.55,56 WB2 15.8 p.28 17.1 p.41 17.2 p.41	SB2 Ch19 p.147, 151 Ch20 p.174 Language Info. p. 186-209 TM2 p.63, 65 WB2 19.1 p.59 19.3 p.61 19.5 p.63

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students understand more complex sentence patterns.</li> </ul>	SB2 Ch13 p.14 Ch15 p.52-53, 58 TM2 p.14 p.28 p.30	SB2 Ch17p.103 ex. D Ch18 p.120, 123-124 AP2 Track 14 TM2 p.47 WB2 16.3 p.34 16.6 p.36	SB2 Ch20 p. 163-165,167-168 p.166-167 ex A-D, p.170 p.175 ex. C Word Order p. 210-211 TM2 p.70 WB2 20.4 p.76
	<ul style="list-style-type: none"> <li>Students use sentences to form short paragraphs.</li> </ul>	SB2 Ch13 p.16 part C TM2 p.14	SB2 Ch18 p.126 ex. C WB2 18.2 p.50	SB2 Ch20 p.174 ex.B
	<ul style="list-style-type: none"> <li>Students understand ideas and familiar details when presented in more complex sentence patterns and structures.</li> </ul>	SB2 Ch13 p.2-4 Ch14 p.30 Ch15 p.56-57 TM2 p.21-22 p.29-30 WB2	SB2 Ch16 p.82 WB2 17.3 p.42 17.7 p.46	SB2 Ch19 p.141-142 p.145-146 Ch20 p.174-175 TM2 p.63, 65 p.72 WB2 19.6 p.64 19.10 p.68 20.1 p.71
	<ul style="list-style-type: none"> <li>Students use strings of related sentences when speaking and/or writing. Students create simple paragraphs when writing.</li> </ul>	SB2 Ch13 p.15-16 TM2 p.14 WB2 15.3 p.24	SB2 Ch16 p.79 Ch18 p.125 TM2 p.39 p.57 WB2 16.1 p. 31 18.1 p.49	SB2 Ch20 p.174 ex. B

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
<b>Content</b>				
	<ul style="list-style-type: none"> <li>Students understand and convey more complex information on cultural topics such as the daily life of ancient times, religion, government, history, cultural landmarks, and geography.</li> </ul>	SB2 Ch13 p.17-24 Ch14 p.44-48 Ch15 p.51, 64-68 TM2 p.15-18 p.25-26 p.27,32-33 WB2 13.7 p.9 13.8 p.10-11 14.1 p.12 15.2 p.23	SB2 Ch17 p.104-110 Ch18 p.115,119127-134 TM2 p.47-49 WB2 16.4 p.34 17.6 p.45 18.5 p. 53	SB2 Ch19 p.153 (bottom) – 158 Ch20 p.176-180 Time Chart p.240-243 TM2 p.65-66 p.73 WB2 19.9 p.67 19.12 p.70 20.2 p.72-73 20.7 p.78-79
	<ul style="list-style-type: none"> <li>Students convey information about the history and derivation of word prefixes and suffixes in English and their relation to words in the target language and use this to systematically expand their English vocabulary.</li> </ul>	SB2 Ch13 p.25 Ch14 p.49 Ch15 p.69 TM2 p.26 p.33 WB2 13.2 p.5 14.9 p.20 15.7 p. 27	SB2 Ch16 p.89 Ch17 p.111 Ch18 p.135 TM2 p.41-42 p.49 p.57 WB2 16.5 p. 35	SB2 Ch19 p.159 Ch20 p.181 TM2 p.66-67 p.73 WB2 19.11 p.69 20.5 p.77 20.6 p.78 20.8 p.80

The template for Accuracy is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

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<b>Continuum Category</b>	<b>Continuum Text</b>	
<b>Accuracy*</b>		
	<ul style="list-style-type: none"> <li>Students demonstrate increasing fluency and control of vocabulary.</li> </ul>	Stage Tests Unit 2 Ch13 items V, VI p. 5 Ch15 items XI, XIII p.30-31 Ch17 items XIV, XV p.50 Ch19 items VII, VIII p. 65 Ch 20 items XV, XVI p. 77
	<ul style="list-style-type: none"> <li>Students show no significant pattern of error when performing Stage I functions.</li> </ul>	Stage I functions are integrated into the exercises and assessments items found in the Unit 2 materials, and which include new concepts and vocabulary. For focus on assessment of specific functions for Stage I, please see Unit 1 Stage Tests.

		<b>Publisher Exemplars</b>
<b>Continuum Category</b>	<b>Continuum Text</b>	
	<ul style="list-style-type: none"> <li>Students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.</li> </ul>	SB 2 p.187-191 exercises D-K p. 195-196 exercises E-G p. 203 exercises B-F p. 215-216 exercises C, D, E, I, J Stage Tests Unit 2 Ch 14 items II, V, X,XI p. 14,16,19 Ch15 item VIII, X p.28,29 Ch16 item VII, XIII p. 38, 40-41 Ch18 item IX p. 57 Ch19 item VI, X p.64, 66 Ch20 item V, XI p.71, 75
	<ul style="list-style-type: none"> <li>Students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions.</li> </ul>	TM2 Diagnostic Tests p.76-78  Stage Tests Ch13 items I, VIII p. 1-2, 6 Ch14 item I, XV p. 12-13, 21-22 Ch15 item XV p. 31-32 Ch17 items V, Vi, VII, X p. 46-47,48 Ch19 item IV p.62-63 Ch20 item IX p. 73

\* The purpose of this category is to assess student progress along the Language Learning Continuum.

Stage II

Publisher: Cambridge University Press

Program Title: Cambridge Latin Course

Components: Student Book Unit 3 (SB3), Teacher's Manual Unit 3 (TM3), Omnibus Workbook Unit 3 (WB3), Stage Tests Unit 3 (ST3), Audio Program Unit 3 (AP3)

Language: Latin

**California State Board of Education  
2003 Foreign Language Primary Adoption  
LANGUAGE LEARNING CONTINUUM**

**STAGE III**

Grade Level: 8

**CLASSICAL LANGUAGES**

		PUBLISHER EXEMPLARS		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery
<b>Function</b>				
	<ul style="list-style-type: none"><li>Students ask for clarification.</li></ul>			
	<ul style="list-style-type: none"><li>Students express important ideas with more detail.</li></ul>	Student use of Latin for this function: see note, below (Context #1) on use of Latin for responses and classroom interaction		
<b>Context</b>				
	<ul style="list-style-type: none"><li>Students reply to oral questions, expressing more complex thoughts and ideas, relying less on practiced phrases or content taken from written passages in the text.</li></ul>	Modeled through advanced readings e.g. SB3 Ch21 p.6-8, 13-14, Ch22 p.30-32, questions that may be asked in Latin per the teacher's preference, e.g. SB3 Ch21 p.9, TM3 p.19-20.		

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students listen to audio texts and the teacher and respond in English or the target language using patterns modeled by the teacher.</li> </ul>	SB3 Ch21 p.3-5, 6, 13-14 Ch22 p.28-29, 30, 34-37 AP3 Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9 TM3 p. 17-19 p.25 - 28 WB3 21.1 p.5 22.1 p.12 22.2 p.13 22.5 p.15 24.1 p.27	SB3 Ch25 p. 86-87, 88, 92 -93 Ch27 p. 125-126, 129, 131 Ch29 p. 166-168, 172-173, 175 AP3 Tracks 15, 16, 17,18, 22, 23, 24, 25, 29, 30, 31 TM3 p.47-50 p. 61-63 p.75-76, 77-78 WB3 26.4 p.42 29.3 p.60	SB3 Ch31 p. 212-213, 216-217, 219-220 Ch32 p.236-237, 238-239, 244-245 Ch34 p. 274, 276-277, 279-280, 282-283 AP3 Tracks 34, 35, 36, 37, 38, 39, 43, 44, 45, 46, 47 TM3 p.92 – 94 p.101-104 p.118-120
	<ul style="list-style-type: none"> <li>Students illustrate reading comprehension by translating, paraphrasing, or responding to complex questions.</li> </ul>	SB3 Ch21 p.7-9 Ch23 p. 53-55 Ch24 p.71-72 TM3 p.18-19 p.35-37 p.42-43 WB3 21.2 p. 6 23.4 p. 24 23.5 p. 25 24.3 p.28-29	SB3 Ch28 p. 146-147, 149-150 Ch29 p. 177-178 TM3 p.68 p.69 p.78 -79 WB3 26.2 p. 40-41 27.3 p.48-49 28.2 p.52-53	SB3 Ch33 p. 260-262 Ch34 p. 276-277 TM3 p.111-113 p.118-119 WB3 34.1 p.88 34.5 p.92

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students begin reading more challenging authentic literature.</li> </ul>	SB3 Ch21 p.12 (photo) Ch22 p.27 (defixio), 41 (tablet) Ch23 p.58 (plaque) TM3 p.16 p.28-29 p.33 WB3 21.4 p.8-9 22.4 p14	SB3 Ch26 p.118 Ch28 p.161-163 (top) Ch29 p.165, 170 (arch) TM3 p.54 p.71 p.80 WB3 28.7 p.56 30.1 p.65	SB3 Ch34 p.275, 286, 288 TM3 p.121 WB3 33.1 p.84 34.8 p.96
	<ul style="list-style-type: none"> <li>Students comprehend higher level literary devices and forms of expressing.</li> </ul>	SB3 Ch28 p. 145 Ch29 p.169-170 TM3 p.67-68 p.76 WB3 28.1 p.51	SB3 Ch32 p.244-245 TM3 p.103-104 WB3 30.2 p.66 32.3 p.79-80	SB3 Ch33 p. 257-258 TM3 p.110-111 WB3 34.8 p.96
	<ul style="list-style-type: none"> <li>Students understand and use narration when speaking, reading, listening, and writing, using present, past and future tenses.</li> </ul>	SB3 Ch23 p.50 Ch26 p.106 TM3 p.35 p.54 WB3 22.8 p.17-18	SB3 Ch28 p.146-147, 149-150, 152 Ch29 p.169-170, 172-173, 175 TM3 p.68-70 WB3 28.3 p.53 30.6 p.69	SB3 Ch31 p.214 Ch32 p.241-242, 244-245 Ch34 p.279-280 WB3 33.3 p.86

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students express more complex ideas in written work.</li> </ul>	SB3 Ch21 p.16-17 Ch28 p.154-155 Ch29 p.181-182 TM3 p.21 p.70 p.79 WB3 24.2 p.27	SB3 Ch30 p.201-202 Ch31 p.222-223 Ch32 p.247-248 TM3 p.88 p.95 p.105 WB3 28.5 p.55	SB3 Ch33 p.265-266 Ch34 p.284-285 TM3 p.113 p.120 WB3 34.4 p.90-91
<b>Text Type</b>				
	<ul style="list-style-type: none"> <li>Students use common inflections accurately and begin to develop an understanding of inflections in more complex expressions.</li> </ul>	SB3 Ch21 p.11-12,15 Ch22 p.38-39 Ch23 p.49 Ch27 p.130,133-134 TM3 p.19 p.20 p.28 p.63, 64	SB3 Ch28 p.148-149,151 Ch29 p.171,176,179 Ch30 p.196,199 TM3 p.69 p.77,78 p.86-87 p.88	SB3 Ch31 p.218-219 TM3 p.94
	<ul style="list-style-type: none"> <li>Students use and understand learned expressions, compose simple paragraphs, questions, and polite commands when speaking and/or writing.</li> </ul>	SB3 Ch24 p.75-76 ex. B, C,D Ch25 p.86-87, 96B Ch26 p.114-115	SB3 Ch27 p.125,128 TM3 p.61-62	WB3 31.5 p.74
	<ul style="list-style-type: none"> <li>Students understand ideas and details in complex sentence patterns involving such things as indirect reporting, conditionals, and subjunctive clauses.</li> </ul>	SB3 Ch24 p.70,73 Ch25 p.91, 94, 96D Ch26 p.110,113 WB3 25.1 p.33-35 26.1 p.39 27.2 p.46-47	SB3 Ch27 p.128, 130 Ch28 p.151 Ch31 p.221	SB3 Ch32 p.240, 243 Ch33 p.259-260,263 Ch34 p.278,281-282 TM3 p.111 p.113 p.119, 120
	<ul style="list-style-type: none"> <li>Students acquire knowledge and new information from comprehensive, authentic texts when reading.</li> </ul>	Compre-hensive authentic in Unit 4		

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>PUBLISHER EXEMPLARS</b>		
<b>Content</b>		<b>Introduced</b>	<b>Practiced</b>	<b>Taught to Mastery</b>
	<ul style="list-style-type: none"> <li>Students understand and convey information about cultural and social topics such as history, art, literature, music, and civilization with an emphasis on significant people and events in these areas.</li> </ul>	SB3 Ch21 p.18-24 Ch22 p.41-42 Ch23 p.57-62 Ch24 p.77-82 TM3 p.21-22 p.28-30 p.37-38 p.43-45 WB3 21.6 p.11 23.2 p.22	SB3 Ch25 p.97-102 Ch26 p.118-120 Ch29 p.183-187 Ch30 p.203-207 Ch31 p.224-232 TM3 p.50-51 p.57-58 p.79-82 p.88 p.95-98 WB3 25.3 p.37 26.6 p.43 27.1 p.45 31.4 p.73	SB3 Ch32 p.249-252 Ch34 p.286-290 TM3 p.105-106 p.120-122 WB3 32.6 p.83 34.6 p.93
	<ul style="list-style-type: none"> <li>Students convey and expand their knowledge of the history and derivation of words, prefixes, and suffixes to expand their vocabulary skills in both English and/or the target language.</li> </ul>	SB3 Ch21 p.25 Ch22 p.30 Ch23 p.55, 63 Ch24 p.83 TM3 p.22 p.30-31 p.38-39 p.45 WB3 21.5 p.10 22.6 p.15 25.2 p.36	SB3 Ch26 p.121 Ch29 p.189 Ch31 p.233 TM3 p.58-59 p.82 p.98-99 WB3 27.4B p.49 28.4 p.54 29.6 p.62 31.7 p. 75	SB3 Ch32 p.253 Ch34 p.291 TM3 p.106 p.122 WB3 32.4 p.80-81 32.5 p.82 33.4 p.87 34.2B p.89

The template for Accuracy is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

*Please note: The shaded area of the format is reserved for use by Instructional materials Advisory Panelists. Publishers fill in the Exemplar column only.*

		<b>PUBLISHER EXEMPLARS</b>
<b>Continuum Category</b>	<b>Continuum Text</b>	
<b>Accuracy*</b>		
	<ul style="list-style-type: none"> <li>Students tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</li> </ul>	Diagnostic: SB3 Language Information section p.298 ex. D, E; p.300 ex. E, F; p.302 ex. E; p.304 ex. H; p.315 ex. B; p. 327 ex. H; p. 328 ex. D, p. 330 ex. J, p.331 ex. O; p.336 ex. G; p.339 ex. D, F Stage Tests Unit 3 Ch21 items VIII, IX, X, XI, XII p.5-7 Ch23 item IX p. 23-24 Ch24 item III p. 28 Ch25 item X p.42 Ch28 item XI . 69 Ch 30 item X p.87 Ch33 item VIII p.111 Ch34 item IX p.123-124
	<ul style="list-style-type: none"> <li>Students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students generally use culturally appropriate behavior in social situations.</li> </ul>	

**PUBLISHER EXEMPLARS**

<b>Continuum Category</b>	<b>Continuum Text</b>	
	<ul style="list-style-type: none"> <li>Students are able to understand and retain most key ideas and some supporting detail when reading and listening.</li> </ul>	<p>TM3 Diagnostic Tests p. 124-30</p> <p>Stage Tests Ch21 items I, II, XVIII p.1-2, 9 Ch22 item XVI p. 17-18 Ch23 item I p. 19 Ch24 item XI p. 33 Ch25 item VII p. 39-40 Ch28 item XII p. 70 Ch30 items I, II p.81-83 Ch32 item XVII p.105-106 Ch34 items I, II p.117-118</p>

\* The purpose of this category is to assess student progress along the Language Learning Continuum.

Stage III