

INSTRUCTIONAL MATERIALS ADOPTION

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COURSE:	High School
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GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

FOREIGN LANGUAGE—LEVEL II

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u>X</u> _____	_____	_____	I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
<u>X</u>	_____	_____	II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
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In addition to alignment of *Content Standards and Objectives (CSOs)*, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

A. Learning Skills

Student Edition:

Thinking and Problem-Solving:
163, 171, 309, 351

Information and Communication:
Practice: 61

Translation: 61, 73, 77, 82, 88, 93, 97, 102, 107, 111, 117, 129, 136, 142, 147, 151, 156, 174, 178, 182, 184, 188, 193, 197, 200, 204, 210, 218, 221, 268, 271, 274, 277, 281, 285, 289, 292, 298, 300, 306, 314, 319, 321, 324, 329, 333, 342, 345, 357, 359, 369, 374, 377

Teacher Edition:

Thinking and Problem-Solving:

Discussion: 253
Note: 400, 417, 460, 468, 490
Suggestion: 125 (2), 265, 417, 430, 449

Information and Communication:

- Thinking and Problem-Solving Skills.
- Information and Communication Skills.
- Interpersonal and Self-Direction Skills and use these 21 Century Tools

Suggestion: 449, 456

Interpersonal:

Game: 62

Note: 41, 108, 193, 424,
439, 440

Oral Practice: 210

Study Topic: 113

Suggestion: 42, 59, 96,
239, 261, 440, 449, 480

Teacher Manual:

Added Thought

Questions, e.g.: 2, 5

B. 21st Century Tools

Teacher Edition:

Problem-Solving, Communication, Information Processing, and Research Tools can be used in conjunction with activities, projects, and suggested study/research topics on 44, 50, 56, 68, 75, 79, 84, 85, 89, 95, 99, 105, 109, 113, 119, 133, 139, 149, 153, 238, 240, 250, 265, 269, 365, 395, 407, 435, 448, 476; teachers can customize projects to available resources.

In addition, see Internet research:

Discuss: 36

Note: 17 #2, 105, 173,
395 (1)

Study Topic: 28, 90

Suggestion: 120 (3), 221,
485

- Problem-solving tools (such as spreadsheets, decision support, design tools)
- Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)
- Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)

Resources:

Web site: online book, e-quizzes, e-games, e-postcards, and WebExplore links to classical research resource

Lexile measures not provided for foreign language products. All lessons build on previously learned vocabulary and grammar skills.

C.

Lexile Framework

- Lexile measures
- Resources for teachers, parents, and students that explain how using Lexiles can improve student achievement.

173, 395 (1)
Study Topic: 28, 90
Suggestion: 120
(3), 221, 485

Teacher Manual:
Enrichment, 199

Audio Program:
Drills are designed
to follow or
accompany
particular lessons in
the text.

Audio Script: When
to Use the
Literature
Readings, vii-viii

B Scientifically-Based Research Strategies

Student Edition:
Grammar elements
presented in
graphic organizers
t/o, e.g., 30, 47, 96

Mapping: 327 #1
Sequence of
Tenses, 117

Teacher Edition:
Note: 267, 295, 305
Suggestion: 90,
120, 202, 354

Teacher Manual:
See these topics
addressed in Level
1 Manual: What
Method to Use, ix –
xii; Conducting the
Class in Latin, 135-
137

1. provide explicit instructional strategies to present varied teaching models including but not limited to webbing, mapping, Venn diagrams and inverted pyramids.
-
-
-
-

Student Edition:
Study Techniques:
Reading Strategy:
16, 49, 157

Writing Skills:
Sentence
Translations:
61, 73, 77, 82, 88,
93, 97, 102, 107,
111, 117, 129, 136,
142, 147, 151, 156,
174, 178, 182, 184,
188, 193, 197, 200,
204, 210, 218, 221,
268, 271, 274, 277,
281, 285, 289, 292,
298, 300, 306, 314,
319, 321, 324, 329,
333, 342, 345, 357,
359, 369, 374, 377

Teacher Edition:
Study Techniques:
Note: 8, 9, 180, 267
Suggestion: 3, 7,
20, 59, 155, 184

Writing Skills:
Dictation: 26, 237,
367, 395
Suggestion: 42, 117
(1), 152

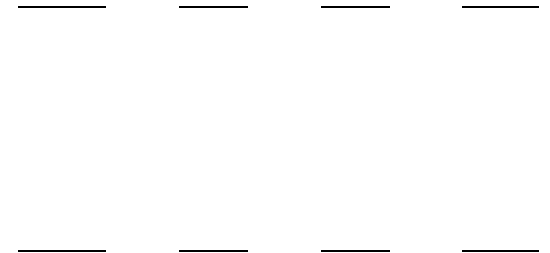
Teacher Edition:
Suggestion: 3, 5, 8,
12
Note: 13, 40, 45,
108,
Oral Practice: 3, 18,
26, 28, 37, 51

2.

promote writing skills and study techniques .

3.

present varied teaching models with emphasis on differentiated instruction in content, process, and product.



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C. Critical Thinking

Student Edition:

Certain Latin reading comprehension questions promote higher order thinking, e.g.: 221 #1, #6, #9

1.

Our Heritage

Questions:
163, 171, 309, 351

emphasize questioning models to promote higher order thinking skills based on Bloom's Taxonomy.

Teacher Edition:

Discussion: 36, 171
Note: 434, 436, 437, 439, 449, 451, 460 #2, 460 #3, 468
Suggestion: 261, 393 #1, 396, 417, 430, 440, 449, 476

Student Edition:

Word Study, 189

2.

Teacher Edition:

Suggested projects, activities, and study/research

promote student-generated responses.

_____	_____	_____	_____
_____	_____	_____	_____

topics promote student-generated responses:
17, 28, 36, 44, 50, 56, 68, 75, 79, 84, 85, 89, 90, 95, 99, 105, 109, 113, 119, 120, 133, 139, 149, 153, 173, 221, 238, 240, 250, 265, 269, 365, 395, 407, 435, 448, 476, 485

D. Life Skills

Student Edition:

Careers:
Word Study: 89, 103, 112, 125, 189, 201

Reference:
Reading Strategy, 16

Teacher Edition:

Careers:
Suggestion: 89, 112, 125 #1, 125 #2

Reference and Research:
Suggestion: 73, 89, 112, 125

Teacher Manual:

Reference Tools:
Bibliography, 205-210

1.

address life skills (e.g., health related concepts, goal setting, application to career oriented goals, reference tools, and researching).

Student Edition:

2. address habits of mind activities (e.g., literacy skills, interpersonal



Pliny's Letters as exemplars of interpersonal communications.

Literacy:
From Latin to English: 167, 229;
Word Study: 63, 94, 118, 152, 185

Teacher Edition:
Suggestion: 73

communications, problem solving, and self-directional skills).

E. Classroom Management

Teacher Edition:
Independent:
9, 17, 28, 36, 44, 84, 89, 90, 105, 112, 120, 125, 173, 221, 250, 265, 269, 365, 395, 407, 433, 435, 448, 449

Pair/Group:
3, 5, 8, 15, 25, 28, 36, 41, 42, 44, 59, 62, 84, 89, 96, 113, 193, 210, 239, 253, 261, 417, 424

Audio Program:
Independent practice

Workbook:
Independent self-checks

1.

include opportunities for large group, small group, and independent learning.

Teacher Edition:
Note: 8

2. provide classroom management suggestions.

Teacher Manual:
Introduction, v-xiii

Teacher Edition:
Suggested projects, activities, and study/research topics that would appeal to students of varying abilities, learning styles, or multiple intelligences:
17, 28, 36, 44, 50, 56, 68, 75, 79, 84, 85, 89, 90, 95, 99, 105, 109, 113, 119, 120, 133, 139, 149, 153, 173, 221, 238, 240, 250, 265, 269, 365, 395, 407, 435, 448, 476, 485

Audio Program:
Audio Script:
When to Use the Literature Readings, vii-viii

3.

provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).

F. Instructional Materials

Student Edition:
Highlighted models in review text, e.g.: 7-8, 14, 20

1.

address varied learning styles and multiple intelligences of students by including models.

Teacher Edition:
Notes and Suggestions t/o, e.g.: 25, 41, 42,

Student Edition:

Units I-VIII lessons include Latin reading with comprehension questions and a translation exercise. Units IX-XI offer literary readings (Pliny, Ovid, Vergil, and numerous short selections including poetry) as an opportunity to practice all previously learned skills.

Other Resources:

Extensive and varied exercises are provided in the Audio Program and Workbook.

2.

provide extensive and varied opportunities to practice skills.

Student Edition:

Practice: Lessons in Units I-VIII include reading practice, reading comprehension questions, and translation practice.

Enrichment: Our Heritage readings provide cultural

3.

provide intervention, practice, and enrichment materials.

enrichment material, e.g., 258-265.

Images and captions t/o provide another source of enrichment, e.g., 217, 284, 416.

Literary readings in Units IX-XI offer enrichment.

Teacher Edition:

Practice: e.g., 3, 5, 8, 15, 25, 28, 41, 42, 59, 62, 96, 113, 193, 210, 239, 417, 424
Intervention, e.g.,
Note: 267 #2

Teacher Manual:

Enrichment: 199

Other

Resources:

Practice and Intervention opportunities:
Workbook, 1-284
Audio Program:
Students can perform self-checks.
ExamView quizzes.

Enrichment:
Transparencies
Audio literary readings

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Student Edition:

Latin writing style exemplars: Caesar, Livy, Pliny, Cicero, Martial, Tacitus, Sallust, Ovid, Vergil, etc., for history, epigrams, letters, satire, poetry. Livy makes an interesting comparison to modern research-based writing., 170-171. Caesar critiiques, e.g., 396, as does Pliny, e.g., 438.

4.

provide exemplars of critique and research-based writing.

Teacher Manual:

Suggestions are made to research and read research-based writing exemplars, e.g., 73, and exemplars are offered in the extensive bibliography, 205-210.

Student Edition:

Skill and strategy instruction is carried across several instructional sessions.

Introduction of Grammar lesson is immediately reinforced in subsequent exercises; these skills and strategies are reinforced in subsequent readings and reviewed later in the instructional text, e.g.:

Sequence of Tenses, 82, 102, 106. Unit III largely reviews grammar learned in Unit II.

Unit Review : Strategies presented in Units II and III are summarized for reteaching, 164-165, 226-227.

Teacher Edition:

Suggestion, e.g.: 5, 8, 9, 12, 20, 25, 42, 70, 71

Note, e.g.: 41, 48 #1

Teacher Manual:

Introduction, v-xiii

5.

continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.

Student Edition:

Unit I readings and exercises are based on skills and strategies introduced in Level 1 and reviewed in Level 2, e.g., 58-60. New grammar is introduced primarily in Units II and III. New skills and strategies introduced in those units are employed in the readings and are reviewed later in the book, e.g., see Volitive Clauses, 135 and 367.

Audio Program:

Audio drills repeat and review material previously learned.

Student Edition:

Repertoire of strategies accumulated in Level 1 is reviewed and integrated in Unit I. New strategies, such as formation and use of the subjunctive are introduced

6.

connect previously taught skills and strategies with new content and text.

7.

cumulatively build a repertoire of multiple strategies that are introduced, applied, and integrated throughout the course of study.

primarily in Units II and III. These strategies are then integrated throughout course of study, both in the readings, additional instruction, and review.

Grammar presentations are summarized in the Units II and III Review for reteaching: 164-165, 226-227.

Teacher Edition:
e.g., Note: 237

Teacher Manual:
Introduction, v-xiii
Translating the Subjunctive, 20
Independent Uses and Formation of Subjunctive Chart, 21-22

G. Assessment

Student Edition:
Word Study: 189

1.

Teacher Edition:
Projects, activities, and study topics:
17, 28, 36, 44, 50, 56, 68, 75, 79, 84, 85, 89, 90, 95, 99, 105, 109, 113,

provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics, and multimedia simulations.

119, 120, 133,
139, 149, 153,
173, 221, 238,
240, 250, 265,
269, 365, 395,
407, 435, 448,
476, 485

Audio Program:
Exercises

Student Edition:
Unit Assessment:
166-167, 228-229

Teacher Edition:
Note, e.g.: 267
#2, 368, 393 #2,
400

Other Resources:
Tests, 1-170
ExamView
quizzes
Workbook can be
used as progress
monitoring tool by
teacher or as
student self-
check.

2.

provide on-going progress monitoring.

Other Resources:
ExamView™
Assessment Suite
provides
customizable
quizzes.

3.

provide rubric-based differentiated assessment.



**FOREIGN LANGUAGE--MODERN
SPECIFIC CRITERIA FOR CONTENT AND SKILLS
LEVEL II:**

The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Errors may occur as creativity increases. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives will guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Levels III and IV.

Communication and **Culture** are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

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I. COMMUNICATION

Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:

- **Interpersonal**-interacting with others to provide and obtain information;
- **Interpretive**-understanding and interpreting what one reads, hears or views (not translation);
- **Presentational**-delivering information in spoken and written forms, tailoring it to the intended audience.

Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.

INTERPERSONAL

A. LISTENING, SPEAKING, READING AND WRITING

Student Edition:

22-23, 28 #5,
37 #5, 45 #4,
69 #10

1. exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.

Student Edition:

128 #8, 146 #1, #5,
177 #10, 192 #1,
#8, 203 #8, 208 #7,
#8, 217 #6, 221 #6,
267 #2

Teacher

Annotated

Edition:

261

2. exchange and understand information including preferences and emotions.

Student Edition:

2-3, 50-51
Unit Assessment:
Investigation 65,
167, 229

Teacher

Annotated

Edition:

3, 18, 40, 51, 62,
276

3. ask and answer questions in settings that lead to a number of alternative and predictable responses.

INTERPRETIVE

B. LISTENING AND READING

Student Edition:

27-28, 36-37,
104-105, 113-114,
133-134, 154 #7,
211 #5, 424-427

Teacher

Annotated

Edition:

1. determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).

28, 36, 105, 113,
133, 153, 232, 423,
480

Student Edition:

18 #6, 44-45, 69
#8, 133-134, 150
#8, 171 #2, 430,
434, 437
Our Heritage 163

Teacher

Annotated

Edition:

134 #9, 140 #8,
232, 238, 239, 253,
272, 400, 430, 434,
437

2.

derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.

Student Edition:

23 #5, 27-28, 45
#2, 114 #10, 120
#8, 127-128, 154
#7, 266-267, 383
#4, 485-490

Teacher

Annotated

Edition:

28, 113, 120, 127,
252, 267, 430, 449,
476

3.

recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts.

PRESENTATIONAL

C. SPEAKING AND WRITING

Teacher

Annotated

Edition:

41, 42, 62, 96, 152,
304

Student Edition:

1.

prepare and present brief oral and written texts using basic verb tenses.

2.

28 #5, 171 #2
Our Heritage: Investigation
229 #16
Teacher Annotated Edition:
105, 120, 125, 133,
139, 149, 238, 252,
261, 373, 435

Student Edition:
18 #5-#6, 37 #5,
45 #1, 51 #5,
96 #12, 114 #7,
127-128, 134 #9,
140 #7, #8, 362 #4
Teacher Annotated Edition:
173, 365, 373, 393,
395, 460

3.

create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).

state the main ideas and pertinent details of oral and written texts.



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D. CULTURE

Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following

- **Perspectives** – ideas, meanings, attitudes, values and beliefs:
- **Practices** – patterns of social interactions; and
- **Contributions** – literature, art, music, foods, exports, and leisure activities.
-

Student Edition:

131-132

Did You Know?

138

Photos with

Descriptions 79,

133, 145, 172, 195,

297

Teacher

Annotated

Edition:

Di 36, 269; N 17,

400, 451; S 221,

354, 365; ST 3

1.

discuss the implications of social, geographical and historical factors influencing cultural practices.

Student Edition:

516

Did You Know?

108

Photos with

Descriptions 27,

33, 104, 172, 210,

234, 407, 442

Teacher

Annotated

2.

describe and discuss common objects, images, products and symbols of the target culture(s).

Edition:
N 9, 17; S 221,
485; ST 44, 68

Student Edition:
516
Did You Know?
108
*Photos with
Descriptions 27,*
106, 140, 153, 195,
210, 234
Word Study 89,
103, 125

**Teacher
Annotated
Edition:**
Di 250, 253; N 9,
400, 462; S 89,
103, 125, 449;
ST 28, 44, 90, 133

3.

explore and discuss contributions (e.g., artistic, scientific,
historical, social, and philosophical) of the target culture(s).

Student Edition:
Our Heritage 258-
265
*Photos with
Description 22,*
140, 143, 212, 213,
220, 259, 472, 476,
482

**Teacher
Annotated
Edition:**
S 261, 398; ST
139, 146

4.

identify major historical and contemporary figures of the target
culture(s).

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E. CONNECTIONS

Students will

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

Student Edition:

125-126

*Photos with
Descriptions* 11,
85, 153

**Teacher
Annotated
Edition:**

Di 36, 84; S 125,
435; ST 44, 68, 75,
95, 113, 133

1.

explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).

Student Edition:

131-132, 189-190,
232-233, 265

Did You Know?
108

**Teacher
Annotated
Edition:**

Di 36, 171, 232; N
451, 460; S 265,
485

2.

discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).

Student Edition:

7, 20, 25, 31, 41,
53, 60

Photos with

3.

give examples of connections between native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications, syntax).

Descriptions 407

Word Study 78, 89,
112, 125, 144, 211,
293, 346, 367, 411

**Teacher
Annotated
Edition:**

S 73

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F. COMPARISONS

Students will

- develop insights into the complex nature and interaction of language by comparing native and target languages.
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.

Student Edition:

494-509

Reading Strategy 9-
10, 49

Word Study 21, 43,
84, 125, 145, 152,
211

1.

select and apply knowledge of linguistic elements (e.g., cognates, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning.

Teacher

Annotated Edition:

44, 113, 120, 125,
250, 304, 437, 448,
456

2.

identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations.

Student Edition:

24, 101, 116, 151,
165, 184, 477, 494-

3.

employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target

511
Teacher
Annotated Edition:
 N 111, 448; S 15,
 31, 60, 82, 184, 151

language to form comprehensible messages.

Student Edition:
 516
Our Heritage 308-
 309, 347-351

Teacher
Annotated Edition:
 Di 36, 171, 269; S
 89, 449; ST 28, 44,
 99, 149

4.

identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.

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G. COMMUNITIES

Students will

- participate in multilingual settings at home and in the global community
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

Student Edition:
Photos with
Descriptions 106,
 234

Word Study 103,
 189, 201

Teacher
Annotated Edition:
 N 9, 17; S 89, 125;

1.

develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target language and its culture(s).

Student Edition:

*Photos with
Descriptions 446-
447*

Teacher

Annotated Edition:

Di 250; S 449; ST
44, 153

2.

identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting.

