

Publisher: Glencoe/McGraw-Hill

Program Title: *Bon voyage!*, Level 2, Cumulative Continuum

Components: Student Edition

Language: French

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

**STAGE IV**

Grade Level:

		PUBLISHER EXEMPLARS			Meets Criterion		FOR IMAP USE ONLY
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
<b>Function</b>							
	<ul style="list-style-type: none"> <li>Students give and understand advice and suggestions.</li> </ul>	p. 45	p. 51 (B); p. 428 (2)				
	<ul style="list-style-type: none"> <li>Students initiate, engage in, and close a conversation.</li> </ul>	p. 90 (2)	p. 325 (B); p. 451 (C)				
	<ul style="list-style-type: none"> <li>Students compare and contrast.</li> </ul>	p. 86 (A)	p. 194 (B); p. 451 (B)				
	<ul style="list-style-type: none"> <li>Students explain and support an opinion.</li> </ul>	p. 5 (6)	p. 27 (5); p. 439 (4); p. 497 (C)				
<b>Context</b>							
	<ul style="list-style-type: none"> <li>Students converse in face-to-face social interactions, in simple transactions on the phone, and in group discussions, prepared debates, and presentations.</li> </ul>	p. 166	p. 415 (7); p. 469 (5)				
	<ul style="list-style-type: none"> <li>Students listen during social interactions and listen to audio or video texts, including TV interviews and newscasts.</li> </ul>						
	<ul style="list-style-type: none"> <li>Students read short literary texts, poems, and articles.</li> </ul>	pp. 478-479	pp. 482-496				

Continuum Category	Continuum Text	PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
		Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> <li>Students write journals, letters, and essays.</li> </ul>	p. 91 (7)	p. 273 (5)				
<b>Text Type</b>							
	<ul style="list-style-type: none"> <li>Students converse using simple discourse in a series of coherent paragraphs when speaking.</li> </ul>	p. 485 (A)	p. 491 (C)				
	<ul style="list-style-type: none"> <li>Students understand most authentic spoken language when listening.</li> </ul>						
	<ul style="list-style-type: none"> <li>Students create a series of coherent paragraphs when writing.</li> </ul>	p. 457 (B)					
	<ul style="list-style-type: none"> <li>Students acquire knowledge and new information from comprehensive, authentic texts when reading.</li> </ul>						
<b>Content</b>							
	<ul style="list-style-type: none"> <li>Students can understand and convey information on concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture.</li> </ul>	p. 491					
	<ul style="list-style-type: none"> <li>Students can understand and convey information on topics of social and personal interest such as music, literature, the arts, and the sciences.</li> </ul>	pp. 494-497					

Stage IV

The template for **Accuracy** is organized differently than other parts of the **Language Learning Continuum Form**. The **Accuracy** portion of the continuum format 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 form is reserved for use by Instructional Materials Advisory Panelists. Publishers fill in the Exemplar column only.*

Continuum Category	Continuum Text	Publishers' Exemplars	Meets Criterion		FOR IMAP USE ONLY
			Y	N	Evaluator Notes
<b>Accuracy*</b>					
	<ul style="list-style-type: none"> <li>Students can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.</li> </ul>	p. 173 (Spotlight on Culture); p. 329 (A); p. 427 (B)			
	<ul style="list-style-type: none"> <li>Students demonstrate a heightened awareness of culturally appropriate behavior although, as the task or message becomes more complex, they tend to become less accurate.</li> </ul>	p. 273; p. 497			
	<ul style="list-style-type: none"> <li>Students are able to understand and report most key ideas and some supporting detail when reading and listening.</li> </ul>	pp. 480-497			

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