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Language: Latin

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

STAGE I

Grade Level:

CLASSICAL LANGUAGES

		PUBLISHER EXEMPLARS			Meets Criterion		FOR IMAP USE ONLY
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
Function							
	<ul style="list-style-type: none"> Students greet and respond to greetings. 	1.3 SE p. 26	4.19 TAE p. 135 RA	4.19 TAE p. 135 RA			
	<ul style="list-style-type: none"> Students introduce and respond to introductions. 						
	<ul style="list-style-type: none"> Students begin to understand and use simple classroom phrases, questions and requests. 	4.18 SE pp. 131–132	4.18 SE p. 132 OP	AP pp. 34–35 A			
Context	<ul style="list-style-type: none"> Students reply to oral questions, relying heavily on practiced phrases or content taken from written passages in the text. 	3.12 TAE p. 95 (Sugg.)	AP pp. 15–17 A 5.26 SE p. 183 C				
	<ul style="list-style-type: none"> Students listen to audio texts or the teacher, and respond in English or the target language using patterns modeled by the teacher. 	1.1 TAE p. 15 (Pres.)	AP pp. 2–3 B, C	AP pp. 15–16 A			

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	<ul style="list-style-type: none"> Students use authentic materials, simple narratives or descriptive sentences, when reading. 	1.1 SE p. 15	1.4 SE p. 33 2.5 SE p. 46 3.16 SE p. 112 4.21 SE p. 146	TS p. 1 A TS p. 9 A TS p. 17 A TS p. 25 A			
	<ul style="list-style-type: none"> Students illustrate reading comprehension by translating, paraphrasing, or responding to questions. 	1.1 SE p. 15	1.4 SE p. 33 2.5 SE p. 46 3.16 SE p. 112 4.21 SE p. 146	TS p. 1 B TS p. 9 A TS p. 17 A TS p. 25 A			
	<ul style="list-style-type: none"> Students begin to write in the target language by composing notes, lists, poems, postcards, short letters or paragraphs, etc. 	3.11 SE p. 92 C	4.18 SE p. 133 A 4.R SE p. 155 E 6.30 SE p. 214 C	TS p. 28 G TS p. 50 B			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
Text Type	<ul style="list-style-type: none"> Students use and understand inflections (endings) for nouns and verbs. 	1.1 SE pp. 16–18	1.2 SE p. 24 B	TS p. 4 F			
		1.3 SE pp. 28–29	1.3 SE p. 32 C	TS p. 4 F			
		1.4 SE p. 35	1.4 SE p. 37 B	TS p. 3 E			
		2.5 SE pp. 47–49	2.5 SE p. 50 C	TS p. 12 F			
		2.6 SE p. 56	2.6 SE p. 57 B ; WB p. 25 C	TS p. 12 F			
		2.7 SE pp. 61–62	2.7 SE p. 64, B	TS p. 11 E			
		2.8 SE pp. 67–68	2.8 SE p. 69 C	TS p. 11 E			
		2.9 SE p. 73	2.9 SE p. 74 B	TS p. 13 G			
		3.10 SE pp. 85–86	3.10 SE p. 87 C	TS p. 20 E			
		3.12 SE pp. 95–96	3.12 SE p. 96 OP 2 ; AP pp. 18–20 D	TS p. 20 E			
		3.13 SE p. 101	3.13 SE p. 103 C	TS p. 20 E			
		3.14 SE pp. 105–106	3.14 SE p. 107 B	TS pp. 18–19 C			

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		3.15 SE p. 109	3.15 SE p. 111 B	TS p. 19 D			
		3.16 SE pp. 113–114	3.16 SE p. 114 OP 2	TS p. 19 D			
		4.17 SE p. 127	4.17 SE p. 155, A	TS p. 27 F			
		4.19 SE pp. 136–137	4.19 SE OP 3	TS p. 27 F			
		4.20 SE p. 142	4.20 SE p. 145, B	TS p. 27 F			
		5.22 SE p. 162	5.22 SE p. 163 OP 1	TS pp. 34–35 D			
		5.24 SE p. 171	5.24 SE p. 171 B	TS pp. 34–35 D			
		5.26 SE pp. 180–181	5.26 SE p. 183 B ; AP pp. 23–25 B	TS pp. 34–35 D			
		6.30 SE p. 213	6.30 SE p. 214 B	TS p. 43 D			
		6.33 SE pp. 226–228	6.33 SE p. 228 B ; AP pp. 38–39 A	TS p. 45 F			
		6.34 SE p. 234	6.34 SE p. 234 B	TS p. 45 F			
		8.40 SE pp. 280–281	AP 36–37 B	TS p.60 D			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
		8.42 SE p. 290	WB 204 B	TS p. 61 G			
		8.44 SE pp. 299–301	8.44 SE p. 302 B	TS pp. 61–62 H			
		9.45 SE p. 316	AP pp. 41–42 D	TS p. 69 D			
		9.46 SE p. 321	9.46 SE p. 322 B	TS p. 69 D			
		11.52 SE pp. 388–390	11.52 SE p. 391 B	TS p. 86 F			
		11.53 SE pp. 394–395	11.53 SE p. 395 OP	TS p. 86 F			
		11.59 SE pp. 400–401	11.59 SE p. 400 TS pp. 75–76 OP 1	TS p. 86 F			
		13.68 SE p. 470	13.68 SE p. 71 B ; AP 55–56 A	TS p. 100 C			
		13.69 SE p. 475	13.69 SE p. 475 OP 3	TS p. 100 C			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
	<ul style="list-style-type: none"> Students recognize how nouns, verbs, and phrases form sentence patterns. 	1.1 SE p. 18 1.2 SE pp. 22–23 7.36 SE pp. 254–255	1.R SE p. 41 UP A 1.R SE p. 41 UP A WB p. 29 D 3.11 p. 91 4.21 pp. 147–148 7.36 p. 256 B	TS p. 2 D TS p. 11 E			
	<ul style="list-style-type: none"> Students use short sentences, learned words and phrases, and simple questions and commands when speaking and/or writing. 	3.11 SE p. 92 C 3.12 TAE p. 95 (Sugg.)	4.18 SE p. 133 A 4.R SE p. 155 E 6.30 SE p. 214 C AP pp. 15–17 A 5.26 SE p. 183 C	TS p. 28 G TS p. 50 B			
	<ul style="list-style-type: none"> Students understand some ideas and familiar details presented in clear, uncomplicated sentences when reading and/or listening. 						

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
	<ul style="list-style-type: none"> Students read and understand short texts or narratives, enhanced by visual cues or vocabulary glosses. 	1.1 SE p. 15	1.4 SE p. 33 2.5 SE p. 46 3.10 SE p. 84 4.20 SE p. 140	TS p. 1 A, B TS p. 9 A TS p. 17 A TS p. 25 A			
Content							
	<ul style="list-style-type: none"> 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. 	GRL SE pp. 38–39 GRL SE pp. 76–77; TB p. 1 TB p. 39 GRL SE pp. 196–198 TB p. 11 GRL SE pp. 270–271 TB p. 55 GRL SE pp. 304–306	SE p. 43 (Culture) SE p. 81 (Culture); TB p. 2 TB p. 40 SE p. 203 (Culture) TB p. 11 SE p. 275 (Culture) TB p. 56 WB p. 215 B	TS pp. 7–8 I TS p. 16 K TS p. 39 H TS pp. 57–58 M TS p. 66 L, M			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Y	N	Evaluator Notes
	<ul style="list-style-type: none"> Students begin to understand the history and derivation of words, prefixes, and suffixes in English and their relation to words in the target language. 	1.1 SE p. 19 WS; 1.3 SE p. 32 WS 2.5 SE p. 51 WS 3.13 SE p. 103 WS; 3.14 SE p. 107 WS; 3.16 SE p. 115 WS 4.20 SE p. 145 WS	1.R SE p. 41 WS 2.R SE p. 79 WS 3.R p. 121 WS 4.R p. 154 WS 5.23 p. 164 WS	TS p. 6 H TS p. 15 J TS p. 23 H TS p. 31 K TS p. 39 H			

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.

Continuum Category	Continuum Text	PUBLISHER EXEMPLARS	FOR IMAP USE ONLY		
			Meets Criterion		Evaluator Notes
Accuracy*			Y	N	
	<ul style="list-style-type: none"> Students communicate effectively with some hesitation and errors, which do not hinder comprehension. 	6.33 SE p. 229 C ; 8.40 p. 283 C			
	<ul style="list-style-type: none"> Students demonstrate culturally acceptable behavior for Stage 1 functions. 	4.19 TAE p. 135 RA			
	<ul style="list-style-type: none"> Students understand most important information 	TS p. 1 A, B ; TS p. 9 A ; TS p. 17 A ; TS p. 25 A			

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

Publisher:

Program Title:

Components:

Language:

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

STAGE II

Grade Level:

CLASSICAL LANGUAGES

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
		Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
Y	N						
Continuum Category	Continuum Text						
Function							
	<ul style="list-style-type: none">Students make and respond to requests.						
	<ul style="list-style-type: none">Students understand and learn how to express important ideas with some detail.	8.40 SE p. 283 C	10.58 SE p. 396 C	12.63 SE p. 435 C			
Context							
	<ul style="list-style-type: none">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.						
	<ul style="list-style-type: none">Students listen to audio texts and the teacher and respond in English or the target language using patterns modeled by the teacher.	6.33 TAE p. 228 BR	AP pp. 28–29 A	AP pp. 58–59 A			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students illustrate reading comprehension by translating, paraphrasing, or responding to short passages. 		9.45 SE p. 315 13.67 SE p. 463	TS p. 67 A TS p. 99 A			
	<ul style="list-style-type: none"> Students use authentic materials, such as short narratives, or adapted texts, when reading. 	5.22 SE pp. 160–161	5.25 SE p. 173 6.34 SE pp. 231–232 8.42 SE p. 288 10.54 SE p. 367 11.57 SE pp. 386–387 12.63 pp. 431–432	TS p. 59 A TS p. 75 A TS p. 83 A TS p. 91 A			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students understand important ideas and some details in highly contextualized and authentic texts when reading. 	7.37 SE p. 257	8.40 SE pp. 278–279 9.45 SE p. 314 13.67 SE p. 462	TS p. 67 A TS p. 115 A			
	<ul style="list-style-type: none"> Students express more complex ideas in written work. 	8.40 SE p. 283 C	10.58 SE p. 396 C	12.63 SE p. 435 C			
Text Type							
	<ul style="list-style-type: none"> Students readily understand common inflections when reading and begin to utilize inflections when writing and/or speaking. 	7.35 SE p. 248 7.37 SE p. 258 7.39 SE pp. 267–268 8.41 SE p. 286	7.35 SE p. 248 B ; AP 35–36 A 7.37 SE p. 260 B 7.39 SE p. 269 B 8.41 SE p. 286 A 9.45 SE p. 314 10.RR SE p. 346 12.61 SE pp. 420–421 13.67 SE p. 462	TS p. 53 TS p. 49 A TS p. 49 A TS p. 59 A TS p. 67 A TS pp. 75–76 A TS p. 91 A TS p. 101			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> Students understand more complex sentence patterns. 	8.40 SE pp. 278–279	10.R SE p. 346 12. 61 SE pp. 420–421 13.67 SE p. 462	TS pp. 75–76 A TS p. 91 A TS p. 101			
	<ul style="list-style-type: none"> Students use sentences to form short paragraphs. 	8.40 SE p. 283 C	10.58 SE p. 396 C	12.63 SE p. 435 C			
	<ul style="list-style-type: none"> Students understand ideas and familiar details when presented in more complex sentence patterns and structures. 						
	<ul style="list-style-type: none"> Students use strings of related sentences when speaking and/or writing. Students create simple paragraphs when writing. 	8.40 SE p. 283 C	10.58 SE p. 396 C	12.63 SE p. 435 C			
Content							
	<ul style="list-style-type: none"> 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. 	GRL SE pp. 372–373; TB p. 63 GRL SE pp. 452–453 GRL SE pp. 482–483; TB p. 29	SE p. 377 (Culture); TB p. 64 SE p. 459 (Culture) SE p. 487 (Culture); TB p. 30	TS p. 84 I, J TS p. 98 M TS pp. 104–105 I			

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		Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	<ul style="list-style-type: none"> 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. 	6.R SE p. 241 WS 1	6.R SE p. 241 WS 1 WB pp. 190–191 Deriv. 9.R SE p. 341 WS WB pp. 255–256 Deriv. 11.R p. 415 WS 12.R SE p. 457 WS 13.R SE p. 485 WS	TS p. 47 J TS p. 56, K TS p. 73, H TS p. 81 H, K TS p. 88 I TS p. 97 K TS p. 104 H			

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					Meets Criterion		Evaluator Notes
					Y	N	
Accuracy*							
	<ul style="list-style-type: none"> Students demonstrate increasing fluency and control of vocabulary. 	10.58 SE p. 396 C; 12.63 SE p. 435 C					

		Publisher Exemplars	FOR IMAP USE ONLY		
Continuum Category	Continuum Text		Meets Criterion		Evaluator Notes
			Y	N	
	<ul style="list-style-type: none"> Students show no significant pattern of error when performing Stage I functions. 	TS p. 106 (Midyear Test); AP pp. 58–59 A			
	<ul style="list-style-type: none"> Students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions. 	10.58 SE p. 396 C ; 12.63 SE p. 435 C			
	<ul style="list-style-type: none"> Students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions. 	10.RR SE p. 346; 12.61 SE pp. 420–421; 13.67 SE p. 462; TS p. 115			

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

Stage II