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Components: Student Edition

Language: Spanish

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

STAGE V

Grade Level:

		PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
Function							
	<ul style="list-style-type: none"> Students conduct transactions and negotiations. 	NOTE: At this level of study, it is expected that students know how to conduct transactions and negotiations.					
	<ul style="list-style-type: none"> Students substantiate and elaborate opinions. 	SE: <i>Por Si Acaso...</i> 9, 19, 72 <i>Actividades</i> 21 TAE: N 3, 5, 21, 59, 90 PR 93	SE: <i>Para Continuar Conversando</i> 96, 131 <i>Ejercicios</i> 115C <i>Por Si Acaso...</i> 174 TAE: PR 99, 175 N 123, 131, 137, 139	SE: <i>Por Si Acaso...</i> 184, 217, 263 <i>Para Continuar Conversando</i> 225 <i>Actividades</i> 234 TAE N 207, 218, 231, 236 PRQ 247 PR 251			
	<ul style="list-style-type: none"> Students convince and persuade. 	NOTE: At this level of study, it is expected that students know how to convince and persuade.					

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
	Students analyze and critique.	SE: <i>Comprensión</i> 17, 22, 62, 68 <i>Actividades</i> 21 <i>Por Si</i> <i>Acaso...</i> 55, 72 TAE: N 21 PRQ 89 PR 93 RS 93	SE: <i>Comprensión</i> 96, 130, 140, 146, 172 <i>Para Continuar</i> <i>Conversando</i> 96 TAE: N 136, 141, 143, 146	SE: <i>Comprensión</i> 192, 215, 216, 224 <i>Por Si</i> <i>Acaso...</i> 174, 193 #1, 226 TAE: PR 175 N 207, 221			
Context							
	<ul style="list-style-type: none"> Students can perform functions in almost any context, including many complex situations. 	SE: <i>Para Continuar</i> <i>Conversando</i> 17, 63 <i>Por Si</i> <i>Acaso...</i> 63 #2 TAE: N 21, 89, 90 AQ 63 PRQ 89 PR 93 RS 93	SE: <i>Comprensión I</i> 96, 102, 140, 146 <i>Para Continuar</i> <i>Conversando</i> 96, 141 TAE: PR 99 N 100, 123, 147	SE: <i>Comprensión</i> 172 <i>Para Continuar</i> <i>Conversando</i> 174 <i>Por Si</i> <i>Acaso...</i> 193 #1 <i>Para Entablar</i> <i>Conversación</i> 208 TAE: N 149, 165, 174 PR 165, 175, 211			

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion		Evaluator Notes
					Y	N	
Text Type							
	<ul style="list-style-type: none"> Students can perform functions in extended discourse when appropriate. 	SE: <i>Por Si Acaso...</i> 4, 13, 15, 55 <i>Para Continuar Conversando</i> 17, 52, 63 TAE: N 2, 17, 59, 63	SE: <i>Por Si Acaso...</i> 63, 72 <i>Para Seguir Conversando</i> 69 <i>Para Continuar Conversando</i> 96 TAE: N 69, 90, 100 PRQ 89 PR 93, 99	SE: <i>Para Continuar Conversando</i> 141 TAE: N 102, 123, 136, 137, 139, 141 PRA 123 PR 127 RS 127			
Content							
	<ul style="list-style-type: none"> Students can understand and convey information on concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights. 	SE: 127-129 <i>Para Presentar la Lectura</i> 124 <i>Para Entablar Conversación</i> 124 <i>Comprensión</i> 130 TAE: PR 64, 123, 127 PRQ 89 N 124 RS 127	SE: 136-139 <i>Para Continuar Conversando</i> 131 <i>Por Si Acaso...</i> 132 <i>Para Presentar La Lectura</i> 133 <i>Comprensión</i> 140 <i>Actividades</i> 141A TAE: PR 133 N 136, 139, 142	SE: 143-145 <i>Por Si Acaso...</i> 146 <i>Para Gozar</i> 147 <i>Para Presentar La Lectura</i> 175 <i>Para Continuar Conversando</i> 183 TAE: N 143, 146, 148, 178 PRA 148			
	<ul style="list-style-type: none"> Students can understand and convey information on abstract ideas concerning art, literature, politics, and society. 	SE: <i>Por Si Acaso...</i> 4, 7, 9, 13 <i>Comprensión</i> 6, 9, 13 TAE: N 3, 4, 5 AA 11	SE: <i>Comprensión</i> 15, 17, 52 <i>Por Si Acaso...</i> 15, 17, 19 TAE: N 17, 21, 46, 56 PR 56	SE: <i>Comprensión</i> 96 <i>Por Si Acaso...</i> 98 TAE: N 59, 64, 100, 148 AA 63 PR 64, 93, 99 PRQ 89			

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
Accuracy*					
	<ul style="list-style-type: none"> Students use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses. 	SE: 77B, 79B, 80, 105A, 105B, 110A <i>Ejercicios 37C</i> <i>Comunicándose sin Hablar 233</i> <i>Actividades 234</i> <i>Para Aumentar el Vocabulario 285</i> TAE: N 77, 80 NOTE: Classroom practice with commands and the subjunctive is an excellent way to demonstrate culturally appropriate behavior in verbal communication. Teachers may assess accuracy in that setting.			
	<ul style="list-style-type: none"> Students comprehend significant ideas and most supporting details. 	SE: <i>Comprensión I</i> 62, 68, 255, 262 <i>Comprensión II</i> 172, 301, 326 <i>Comprensión III</i> 192, 292 TAE: N 59, 236			

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

Stage V

Codes Used for TAE Pages

AA	Additional Activity
AQ	Additional Questions
N	Note
PR	Pre-reading
PRA	Pre-reading activities
PRQ	Pre-reading questions
RS	Reading Strategies