

## INSTRUCTIONAL MATERIALS ADOPTION

**PUBLISHER:** Glencoe/McGraw-Hill  
**SUBJECT:** French Level 1  
**COURSE:** High School  
**TITLE:** Glencoe French 1 Bon voyage!  
**COPYRIGHT DATE:** © 2008  
**SE ISBN:** 978-0-07-879144-4  
**TE ISBN:** 978-0-07-879145-1

### GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

#### FOREIGN LANGUAGE—LEVEL I

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u>X</u> _____	_____	_____	<b>I. INTER-ETHNIC</b>  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> _____	_____	_____	<b>II. EQUAL OPPORTUNITY</b>  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										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

In addition to alignment of *Content Standards and Objectives (CSOs)*, materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop

**A. Learning Skills**

**Student Edition:**

43 #5, 53 #4, 60 #15,  
63 #22, 65 #24, 85 #6,  
89 #12, 93 #22, 95  
#27, 97 #A, 105 #4,  
115 #6, 119 #11, 122  
#16, 127 #26, 129 #A,  
136 #1, 137 #3, 147  
#7-8, 157 #5, 157 #7,  
161 #12-13, 163 #14,  
171 #C, 173 #B, 177  
#B, 178 #1-2, 179 #4,  
189 #5, 193 #11, 195  
#17, 200 #29, 203  
#34, 205, 207 #B, 212  
#1-3, 213 #4-5, 295 #4

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

**Teacher Wraparound**

**Edition:** 41 VAC?, 53  
#4, 57 #11, 67 #A, 85  
#5, 85 TT, 89 #11, 92  
#18, 121 #13-14, 129  
#A, 131 #A, 161 #11,  
163 #15, 172 Step 2,  
186 Note, 187 Step 6,  
192 #6, 193 #11, 199  
#25, 203 #33, 208  
Step 3, 208

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**Student Edition:**

French Online: 24, 28, 43, 44, 52, 63, 76, 84, 88, 99, 105 #3, 106, 122, 137, 139, 161, 180, 188, 215, 293, 295

**Teacher Wraparound**

**Edition:** 61, 85, 101, 103 #B, 117, 118, 122, 153, 157, 189, 200, 293 CCC, 293 FO, 295

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For Lexile Framework:  
We do not provide Lexile measures for foreign languages, but do base readings on previously learned vocabulary, give suggestions on how to present the readings for slower paced and more advanced students, and provide leveling for the different sections of each lesson.

**B. 21<sup>st</sup> Century Tools**

- 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)

**C. Lexile Framework**

- Lexile measures

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

**INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

**2009-2015  
Foreign Language – Level I**

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**For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to**

**A. Multimedia**

Program offers:  
Web site with  
online book, and  
activities;  
StudentWorks™  
Plus CD-ROM,  
TeacherWorks™  
Plus CD-ROM,  
Interactive  
Student Edition  
CD-ROM and  
Interactive  
Teacher Edition  
CD-ROM,  
PowerTeach  
Interactive  
Chalkboard CD-  
ROM, Video  
DVD Program  
with activities;  
Audio CDs;  
level-appropriate

- offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.

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Transparencies:  
Maps, Bellringer  
Review,  
Vocabulary with  
English  
translations and  
overlays,  
Assessment  
Worksheets and  
Answers; Fine  
Art  
Transparencies;  
ExamView®  
Assessment  
Suite,  
Vocabulary  
PuzzleMaker

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The Bon  
voyage! Web  
page at  
glencoe.com  
contains links to  
relevant Web  
sites, as well as  
eGames,  
WebQuests, and  
Self Check  
Quizzes for  
each chapter.  
Suggestions as  
to when to  
complete these  
activities are  
listed in the  
French Online  
boxes found in  
the Student and  
Teacher  
Wraparound  
Editions, e.g.

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2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.

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**Student**

**Edition:** 24, 28,  
43, 44, 52, 63,  
76, 84, 88, 99,  
106, 118, 122,  
137, 161, 180,  
188, 215, 293,  
295

**Teacher**

**Wraparound**

**Edition:** 61,  
117, 153, 189,  
293, 295

Lesson Plans  
can be found on  
TeacherWorks™  
Plus CD-ROM.

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Every Chapter  
Opener refers  
students to the  
online edition of  
Bon voyage!  
Each lesson of a  
chapter (Culture,  
Conversation,  
and Journalism)  
refers students  
to Web site  
practice and  
teachers to  
online learning  
options.  
Icons identify  
listening  
opportunities  
and audio  
activities, e.g.,  
SE 31 #23, 34,

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3. integrate technology into the curriculum.

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51, 56 #8, 62  
#16, 66, 86, 87,  
92 #16, 95 #26,  
113, 120 #13,  
128, 154, 158-  
159, 163 #13,  
190-191, 194  
#12, 202 #30,  
296 -297, 301  
#10

TWE 99 Note,  
Practice  
suggestions  
integrate the  
audio into the  
day's lesson.  
Students and  
teachers are  
referred at  
appropriate  
points to the  
Video Program.  
Each chapter  
ends with  
Vidéotour, a  
video program  
that introduces  
students in three  
separate video  
segments to  
three aspects of  
Francophone  
culture relating  
to the chapter  
theme. All  
technology  
resources for  
each chapter  
are referenced  
in TWE interleaf

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pages, e.g.,  
TWE 16D; TWE  
218D; TWE  
290D.

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**Student  
Edition:**  
43 #5, 73 #A, 75  
#4, 137 Writing  
Strategy,  
**Teacher  
Wraparound  
Edition:**  
Foldables™  
activities provide  
teaching models  
involving  
teaching through  
various folded-  
paper models.

Also: 75 WD,  
200 #28, 208  
Step 1

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**Student  
Edition:** Writing  
Strategy  
activities, 43, 75,  
105, 137, 179

**Teacher  
Wraparound  
Edition:** Writing  
Development  
Activities in the  
Teacher Wrap  
provides

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## B. Scientifically-Based Research Strategies

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

2.

promote writing skills and study techniques .

students with further opportunities to build on writing ability, 21, 43, 53, 63, 75, 85, 88, 105, 114, 119, 122, 136, 179, 188, 262, 294, 301

Also: Tu 105

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**Teacher Wraparound Edition:**

Presentation suggests different ways to approach the vocabulary and the readings for each instructional section.

Emphasis is placed on differentiating instruction, e.g., 50 Step 2, 73 Note, 83 Step 4, 85 TT, 89 #10, 90 Step 1, 101 Step 3, 103 Step 3, 127 #25, 165 Step 2, 155 Teacher Note, 157 #6, CM 160, 165 Step 2

3.

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

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**C. Critical Thinking**

**Student**

**Edition:**

29 #17, 60 #15,  
157 #7, 57 #11,  
74 #2, 97 #A,  
119 #11, 133  
VAC?, 136 #1,  
157 #7, 173 #B,  
177 #B, 205,  
207 #B, 213 #4

1.

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

**Teacher**

**Wraparound**

**Edition:** 56 #7,  
85 #5, 129 #A,  
131 #A, 161  
#11, 163 #15,  
186 Note, 192  
#6, 199 #25,  
208 Step 3, 208  
Enrichment

2.

promote student-generated responses.

**Teacher**

**Wraparound**

**Edition:**  
56 #7,  
Class Motivator,  
86, 196, 201

Also: 189

Reteach

**D. Life Skills**

**Student Edition:**  
French Online  
161,  
Connexions  
210-211,  
French Online  
228, 235 #A,  
239

1.

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

**Teacher Wraparound Edition:**  
Chapter  
Projects 26,  
Career  
Connection 74,  
French Online  
175, 239 Step 1

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**Student Edition:**  
Reading  
Strategies 68,  
98, 130, 172,  
206; 165 #21,  
284 #2

2.

address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving, and self-directional skills).

**Teacher Wraparound Edition:**  
155 Vocabulary  
Connection, 172  
Steps 2-3, 241  
Step 4

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**E. Classroom Management**

**Student  
Edition:**

Pair and small group icons are found throughout the book indicating which activities may be completed with a partner or small group, eg., 21 #4-5, 25 #12, 29 #18, 42 #1-3, 56 #8, 57 #9-11, 60 #15, 62 #16, 63 #21-22, 74, 85, 88 #7, 89 #11-12, 91, 92 #18, 93 #21-22, 114 #2-3, 120 #12, 121 #13, 164 #16-17, 165 #20-21, 167 #24, 188 #1-2, 294 #1, 295 #4

**Teacher  
Wraparound  
Edition:**

Suggestions for group and paired activities are found throughout the book in the Teacher Wrap, e.g., 20, 34 Step 3, 35 #A, 65 #23, 89 #11,

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1.

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



104  
Presentation,  
119 #10, 124  
#20, 129 #A,  
164 #16-17, 187  
Step 6, 193  
Paired Activity,  
298 Paired  
Activity, 299  
Step 4

Chapter project  
assignments  
provide the  
opportunity for  
individual and/or  
group  
research/learnin  
g found in the  
Teacher Wrap:  
26, 51, 89, 119,  
159

Encore Plus 56,  
62, 89, 93, 119,  
125, 157, 161,  
267

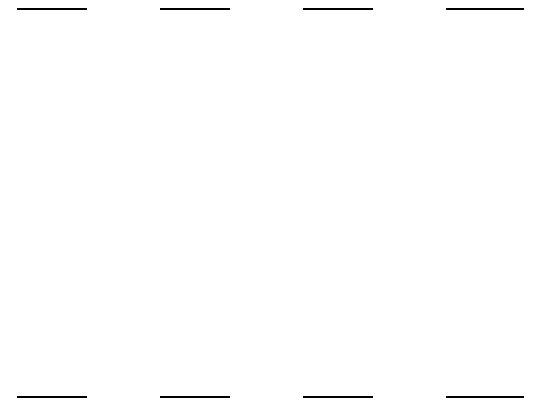
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2.

**Teacher  
Wraparound  
Edition:**  
Bellringer  
Review  
activities are  
provided for use  
at the start of  
each class  
meeting in order  
to immediately

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provide classroom management suggestions.



focus students  
on the lesson.

Also: 19 Vocab.  
Expansion, 30  
Step 1,  
Teaching Tip 57

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**Teacher  
Wraparound  
Edition:**  
Differentiated  
Instruction T24-  
T25; Reaching  
All Students  
offers  
alternative  
activities to  
meet the  
students'  
diverse learning  
styles, as well  
as activities for  
mastery and  
non-mastery  
students, e.g.  
29, 45, 61, 66,  
68, 77, 87, 109,  
120, 142, 162,  
181, 187, 214,  
301

On parle super  
bien! pages also  
provides an  
opportunity to  
give students a  
differentiated  
assessment  
task.

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3.

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

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Also: Fo 53,  
118; Tu 75, 105,  
136, 168, 179

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**F. Instructional Materials**

**Student**

**Edition:** In the direction lines of many activities, models are given for students to follow, e.g. 30 #19, 32 #26, 59 #12, 60 #14-15, 63 #19, 65 #24, 91 # 14, 97 #B, 122 #16-17, 156 #2, 157 #4, 195 #15, 197 #18-19, 198 #22-23, 199 #24-26, 200 #29

**Teacher**

**Wraparound**

**Edition:** 91 #13, 165 Step 2, 195 #17

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Yes; vocabulary and grammar practices also include indications of possible methods of delivery (speak and/or write,

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1.

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

2.

provide extensive and varied opportunities to practice skills.

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listen, read  
and/or write,  
etc.).

**Student**

**Edition:** e.g. 30  
#19, 31 # 21, 33  
#30, 52 #1-3

Also: Encore  
Plus 56, 62, 85,  
89, 93, 115,  
119, 125, 157,  
161, 169, 193,  
195, 298

Ancillaries and  
online  
resources  
provide  
additional  
practice.

**Teacher**

**Wraparound**

**Edition:** Group  
and Paired  
Activities, e.g.,

Additional  
Practice, e.g.  
53, 55, 90, 117,  
123, 202, 266

Encore Plus 56,  
62, 89, 93, 119,  
125, 157, 161,  
169, 193, 298

Memory Aid: 32

Checkup 92,

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144, 156, 196

Also: FO 53, 85,  
; 85 #6, 121  
#13-14, 127  
#25, 165 #20,  
209 Step 3

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Program offers  
technology and  
print practice  
materials, Fine  
Art  
Transparencies,  
and Cultural  
Video  
(Vidéotour).

Also:

**Student  
Edition:**

Assessment in  
each chapter  
offers self-  
intervention  
opportunity.

Connexions  
sections in each  
chapter of the  
SE provides  
Enrichment in  
various related  
fields, e.g.  
Social Sciences  
40-41, Natural  
Sciences 72-73,  
etc.

National  
Geographic  
Reflets sections

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3.

provide intervention, practice, and enrichment materials.

in the SE  
provide pictorial  
enrichment  
throughout the  
book.

**Teacher  
Wraparound  
Edition:**

Practice: see  
above;  
Intervention:  
Multiple and  
varied  
opportunities for  
formative  
assessment (SE  
activities and  
TeacherTools  
Quizzes,  
Lesson Tests,  
etc.) allow  
teachers to  
decide on  
appropriate  
intervention.

Enrichment: e.g.  
Art Connection  
39, Math  
Connection 55,  
Career  
Connection 74,  
Vocabulary  
Expansion 83,  
Music  
Connection 168

Learning from  
Photos,  
Learning from

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Realia, Spotlight on Culture, and Fun Facts information t/o

National Geographic Reflets sections corresponding Wraparound Text builds enrichment by providing explanation for each

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**Student Edition:**

4.

**Teacher Wraparound Edition:**

Chapter project assignments provide the opportunity for individual and/or group research/learnin

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provide exemplars of critique and research-based writing.

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g found in the  
Teacher Wrap:  
26, 51, 89, 119,  
159, 297

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See Lesson  
Plans found on  
TeacherWorks<sup>T</sup>  
M Plus CD-ROM

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**Student  
Edition:**

Throughout the  
Student Edition  
activities  
marked with the  
Recycling icon  
indicate that  
students will  
use previously  
learned material  
in the activity,  
e.g. 25 #10-12,  
29 #18, 35 #A-  
B, 57 #9-11, 60  
#15, 62 #17-18,  
63 #20, 65 #24,  
66, 67 #A-B,  
74, 75, 89 #11-  
12, 92 #16, 93  
#22, 97 #A-B,  
115 #5-6, 129  
#A-B, 165 #21,  
212 #1-3

C'est à vous  
activities require  
students to  
apply previously

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

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

learned material  
to new topics,  
e.g. 42-43, 74-  
75, 104-105,  
etc.

**Teacher**

**Wraparound**

**Edition:**

Bellringer

Review

activities appear

several times in

each lesson and

review

previously

learned

material, e.g.

50, 68, 74, 82,

86, 90, 94, 116,

123, 154, 158,

168, 296

Recycling gives

students the

opportunity to

review past

vocabulary and

structures within

the context of

the current

chapters, e.g.

29, 60, 65, 74,

97 #B, 104,

155, 212, 265,

296, 297

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**Student**

**Edition:** 68 RS,

98, 130 RS, 172

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7.

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


RS, 206 RS,

**Teacher  
Wraparound  
Edition:**  
See T3 letter  
from author.

Bellringer  
Review  
activities assist  
in building  
cumulative  
repertoire, e.g.,  
Chapter 6 201  
reviews present  
tense of être  
and regular -er  
verbs learned in  
Chapters 1 and  
3.

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**G. Assessment**

1.

**Student  
Edition:** The  
On parle super  
bien! pages  
provide the  
student with the  
opportunity to  
employ and  
demonstrate  
proficiency in  
the vocabulary  
and structures  
learned in the  
chapter as an  
assessment  
task.

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

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Speaking Tests,  
Proficiency  
Tests found in  
TeacherTools  
FastFiles  
Booklets

**Teacher  
Wraparound**

**Edition:** 69  
Step 2, 72  
Attention!, 102  
Attention!, 131  
Step 3

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**Student  
Edition:**

Assessment  
sections at the  
end of each  
chapter provide  
students with  
the opportunity  
to demonstrate  
their on-going  
level of  
comprehension  
with learned  
material  
presented thus  
far in the  
course, i.e. 44-  
45, 76-77, 138-  
139, etc.

**Teacher  
Wraparound**  
**Edition:**  
Assessment

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2.

provide on-going progress monitoring.

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activities  
labeled in the  
Wraparound  
Text provide  
consistent  
opportunities to  
measure  
progress in  
students, i.e.  
29, 55, 57, 76,  
85, 106, 114,  
125, 180, 293

Quizzes  
referenced at  
appropriate  
points in TWE:  
e.g. 300;  
Comprehensive  
Chapter Tests  
referenced in  
TWE: e.g., 286;  
ExamView®  
Assessment  
Suite allows  
teacher control  
of tests and  
quizzes.

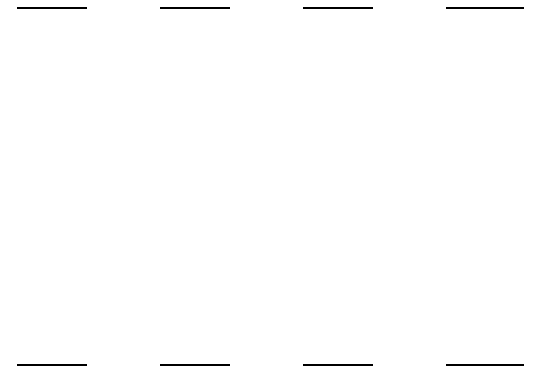
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Assessment  
options allow  
the teacher to  
assess all four  
skills and to  
accommodate  
students with  
different skill  
levels with  
Quizzes; two  
Reading and

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3.

provide rubric-based differentiated assessment.



Writing tests;  
one easy to  
intermediate;  
another  
intermediate to  
challenging; a  
Listening  
Comprehension  
Test; a  
Speaking Test;  
and a  
Proficiency  
Test; all found  
in the  
TeacherTools  
FastFile  
Booklets.

ExamView®  
Assessment  
Suite CD-ROM  
allows teachers  
to create  
customized  
assessments.

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

The acquisition of communication skills is the primary focus of Modern Foreign Languages Level I objectives. Beginning students will develop initial proficiency by repetition, imitation and memorization. They will rely on active, concrete learning and will understand short, simple texts. They will use gestures, facial expressions, visual and/or verbal responses to facilitate successful task completion. Level I students will understand and be best understood by someone who is accustomed to working with a beginning language learner.

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

**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. The goal is for all students to learn 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:**

2-9, 14 #2, 15, 64-65, 137 #3, 157 #6, 178 #1, 253 #10

*Parlons un peu plus*  
171

**Teacher  
Wraparound  
Edition:**

NS 161 top; PA 3;  
RAS 4, 5

1.

greet and make introductions and farewells; exchange courtesies in various social settings.

**Student Edition:**

7 #2, 14, 29 #18, 42 #2-#3, 53 #4, 57 #9, 67 A, 74 #1, 95 #27, 157 #5, 161 #13, 223 #6, 331 #10, 348 #1, 407 #8, 435 #6, 497 #7

*Parlons un peu plus*  
341 A

**Teacher  
Wraparound  
Edition:**

NS 421; RAS 142

2.

give basic information about familiar topics (e.g., personal needs, feelings, likes and dislikes, biographical information).

**Student Edition:**

57 #9, 65, 67 A, 91 #14-#15, 95 #26, 157 #4, 161 #13, 178 #1, 193 #11, 195 #15, 199 #26, 253 #11, 267 #9,

3.

ask and answer questions in highly predictable settings using basic vocabulary on familiar topics.

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335-336, 407 #9,  
456 #2, 467 #5, 471  
#12

*Parlons un peu plus*  
277 A-B

**Teacher  
Wraparound  
Edition:**

CP 89

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**INTERPRETIVE**

**B. LISTENING AND READING**

**Student Edition:**

40-41, 72-73, 100,  
102-103, 134-135,  
170, 172-173, 234,  
248, 282-283, 344-  
345, 346-347, 372,  
376-377, 448-449,  
450-451, 480, 510-  
511

derive the main ideas of short conversations/ dialogues and  
narratives on familiar topics.

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**Student Edition:**

36-39, 68-70, 98-99,  
101, 130-131, 134-  
135, 172-173, 206-  
209, 238, 280, 282,  
310-311, 344-345,  
376-377, 420-421,  
452-453, 484

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

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**PRESENTATIONAL**

**C. SPEAKING AND WRITING**

**Student Edition:**

*Attention!* 26, 28, 90  
*Prononciation* 35,  
67, 97, 129, 171,  
205, 235, 277, 309,

imitate comprehensible intonation and pronunciation.

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341, 373, 417, 481

Structure 143

**Teacher  
Wraparound  
Edition:**

C 97 Pronunciation;  
RAS 66

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Material in the following page references may be adapted and expanded for student presentations.

**Student Edition:**

240-241, 447 #26,  
488 #3

2.

**Teacher  
Wraparound  
Edition:**

CP 89; E 514; L 511  
Step 3; MC 168,  
312; P 464 Step 2;  
RAS 61

Auditory/Musical  
Learners, 240;  
V 157 6, 467

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**Student Edition:**

43 #4-#5, 75, 105  
#3, 137, 243 #6, 317  
#4, 379 B, 381 #5,  
489

3

**Teacher  
Wraparound  
Edition:**

CP 89, 119, 297,  
437 Un film; E 401;  
LP 114;

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present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).

\_\_\_\_\_

prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).

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MC 272; RAS 109,  
142, 243, 329

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**Student Edition:**

36-39, 68-71, 98-  
101, 130-132, 172-  
175, 206-209, 236-  
238, 278-279, 342-  
345, 376-377, 418-  
421, 450-453, 482-  
484, 506-508, 510-  
511

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4.

state the main ideas of oral and written texts.

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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	

**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.

The following page references provide information that the instructor can use to guide student identification of common beliefs and attitudes of the target culture.

**Student Edition:**

172-173, 206-207, 342-343, 376-377, 450-451, 482-483, 484-485

**Teacher Wraparound Edition:**

CP 226; FF 70, 174, 207; FO 175; LP 419; NS 115, 236, 254, 344, 430

**Student Edition:**

41, 64-65, 100-101, 130-132, 172-175, 206-209, 236-

1. identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).

2. identify and discuss social, geographical and historical factors influencing cultural practices.

_____	_____	_____	_____
_____	_____	_____	_____

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238, 342-345, 376-377, 418-421, 450-453, 482-485

**Teacher  
Wraparound  
Edition:**

CP 26; FF 59, 117, 211, 311; HC 510; LP 77, 100

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Use the following page references to identify some of the nonverbal behaviors that are commonly found in the target culture social settings.

**Student Edition:**

2-8, 14, 64-65, 157 #6-#7, 177 C, 314-315

**Teacher  
Wraparound  
Edition:**

AFL 416; FF 159, 169, 465; RAS 416

Gestures and nonverbal behavior are covered more extensively in *Bon voyage!* French 2 and French 3 © 2008.

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**Student Edition:**

3 #4, 4, 36, 68-69, 100, 130-132, 209, 236-238, 254-257, 310-311, 342-343,

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3. recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).

4. identify practices among same-language cultures.

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<p>376-377, 418-421, 450-453</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CP 26 Les pays francophones; FF 311; LP 77, 242, 409; NS 243</p>					
<p><b>Student Edition:</b></p> <p><i>French Online 452</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>CM 160, 233; CP 437; FO 101, 405; MC 272, 312, 454; NS 161, 323; P 101 Step 3</p>	<p>5. identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). <i>This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.</i></p>				
<p><b>Student Edition:</b></p> <p><i>Photos 11, 20, 21, 77, 95, 150-151, 378-379, 435, 495, 498-501</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>AC 39, 281, 424, 438-439, 446-447; CP 437; LP 21, 278, 313, 457; SOC 323, 431</p>	<p>6. identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).</p>				
<p><b>Student Edition:</b></p> <p>39, 68-69, 240- 241, 281, 344-345, 378-379</p> <p><b>Teacher</b></p>	<p>7. give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).</p>				

**Wraparound  
Edition:**

AC 115; CP 437;  
FF 75, 177, 225,  
373, 393;  
HC 302, 365, 383;  
LP 77, 450; LR  
435; SOC 431

**Student Edition:**

39, 101, 134-135,  
236-237, 281, 485  
*Photos* 21, 95, 455

**Teacher**

**Wraparound  
Edition:**

CP 437 Un film;  
HC 135; LP 71, 73,  
331, 453;  
SOC 431

8. identify commonly recognized historical and contemporary figures of the target culture.

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	<i>I=In-depth</i>	<i>A=Adequate</i>	<i>M=Minimal</i>	<i>N=Nonexistent</i>	I		A		M		N

**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:**

39, 40-41, 72-73,  
102-103, 134-135,  
176-177,  
210-211, 240-241,  
282-283, 314-315,

1. identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.

346-347, 378-379,  
422-423, 454-455,  
486-487

*French Online* 452

**Teacher  
Wraparound  
Edition:**

CP 26 Les pays  
francophones, 437,  
469; NS 423

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The instructor may  
use the following  
page references to  
guide students in  
the identification of  
cross-cultural  
relevance of  
customs and  
traditions.

**Student Edition:**

100, 172-173, 174,  
344-345, 376, 377,  
418-421

**Teacher  
Wraparound  
Edition:**

FF 59; LP 409;  
RAS 345

Holidays and  
calendar specific  
celebrations are  
covered more  
thoroughly in *Bon  
voyage!* Levels 2  
and 3 © 2008.

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2.

Identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).

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The instructor may utilize and expand on the following page references to assist students in the investigation and identification of target culture perspectives.

**Student Edition:**

*Photos* 95, 101, 266, 269, 271, 326-327, 373, 457

**Teacher Wraparound Edition:**

CP 437 Un film; LR 406, 475-477, 494; MC 454; NS 105

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**Student Edition:**

3 #4, 19 Note, 72-73, 102-103, 113 Note, 133, 157 #7, 465 Note, 467 #6, 486-487

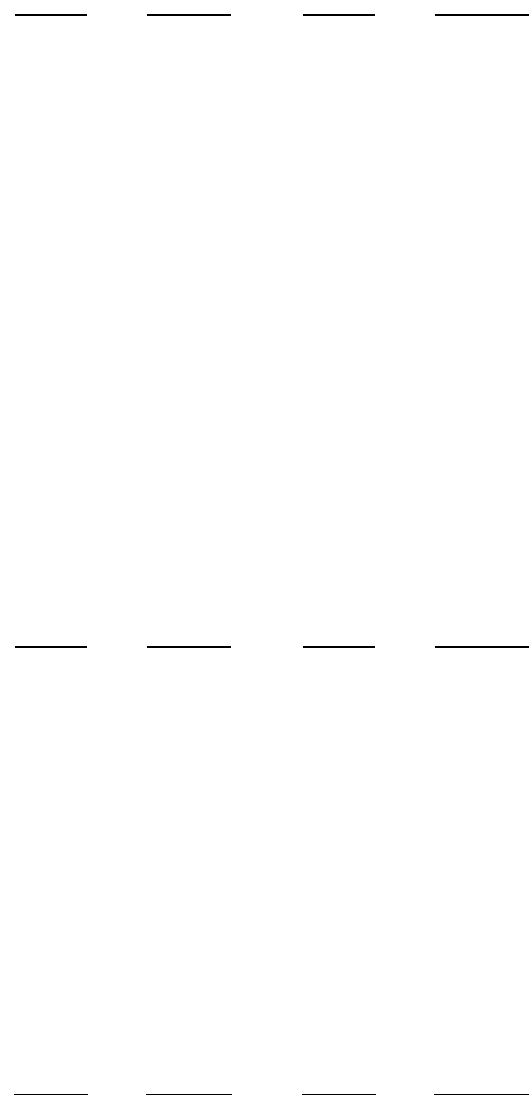
*Pronunciation* 277

**Teacher Wraparound Edition:**

AFL 113, 203, 221; CR 155; E 433; FF 64; LP 101

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3. identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).
4. recognize connections between the native and target languages (e.g., cognates, derivatives, loan words, formal versus informal address, non-verbal communications).



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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:**

176-177, 239, 314-315

*Pronunciation* 35, 67, 97, 129, 171, 205, 235, 277, 309, 341, 373, 417, 449, 481

**Student Edition:**

19 Note, 23 Note, 29 #17, 113 Note, 157 #7, 486-487

**Teacher Wraparound Edition:**

AFL 203; C 41 Step 3, 103 Step 3, 283 Step 3, 315 Step 3; E 433; P 134 Step 3; V 359 Cognate recognition, 435 Cognate recognition

1. compare and contrast the sound-symbol association of English to that of the target language. \_\_\_\_\_

2. identify basic linguistic elements (e.g., cognates, word roots) common to English and the target language in order to derive meaning. \_\_\_\_\_

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The teacher can guide students to investigate linguistic nuances featured in the page references below.

**Student Edition:**

2-3, 4-5, 8, 29 #17, 64-65, 83 Note, 194-195, 467 #6, 484

**Teacher**

**Wraparound**

**Edition:**

AFL 32, 203, 210, 221, 265, 335, 416, 465; FF 465; LR 270; P 60 Step 2

Slang is covered more fully in *Bon voyage!* French 2 and 3 © 2008.

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**Student Edition:**

26-27, 28-29, 33, 58-59, 123-124, 126-127, 194, 229 #15, 332-333, 335, 367, 408-409, 413, 442-443, 444-445, 472-473, 478-479

*Pronunciation* 35

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The following page references provide material that can be used for the identification of

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3.

recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).

\_\_\_\_\_

4.

identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.

\_\_\_\_\_

5.

recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.

\_\_\_\_\_

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common  
perspectives,  
practices, and  
contributions.

**Student Edition:**

2-7, 10-13, 54-57,  
100, 102-103, 133,  
175, 280, 400-401,  
404-405, 418-421

**Teacher**

**Wraparound**

**Edition:**

FO 101, 452; LR  
283; NS 105, 236,  
323, 377

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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.

The following page references focus on activities and communities that may provide opportunity for student utilization of the target language.

**Student Edition:**

68-69, 75 #3, 457  
#4-#5

*French Online* 452

**Teacher**

**Wraparound**

**Edition:**

CC 74, 102, 135,  
267; CP 297, 339,  
437; FF 75; FO  
101; LP 77; NS  
105, 115, 161, 323

The following page references provide materials that can be used for

1.	locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.	_____	_____	_____	_____
2.	recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.	_____	_____	_____	_____

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personal enrichment or investigation for work or travel.

**Student Edition:**

*Photo 95*

*French Online*

101, 452

Literary selections on pages 503-523

**Teacher**

**Wraparound**

**Edition:**

CC 74, 102, 135, 267; CM 433; CP 297, 437;

FF 75; FO 175, 375; LP 77; NS 115, 161; RAS

211, 345

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The following page references may be used to include presentations in larger school or community settings.

**Student Edition:**

68-69, 243 #6

*Photo 95*

**Teacher**

**Wraparound**

**Edition:**

CM 160; CP 339, 437; E 401, 514; FF 75

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3.

Identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week).

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