

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	French Level 2
<b>COURSE:</b>	High School
<b>TITLE:</b>	<i>Glencoe French 2 Bon voyage!</i>
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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>	<u>      </u>	<u>      </u>	<p><b>I. INTER-ETHNIC</b></p> <p>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).</p>	
<u>  X  </u>	<u>      </u>	<u>      </u>	<p><b>II. EQUAL OPPORTUNITY</b></p> <p>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).</p>	

(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:** e.g.,  
9 #10, 58 #2, 73 #11,  
117 A, 145 #5, 159 A,  
231 #4, 255 #9, 265 B,  
283 #4, 287 #9, 302  
#2, 497 D

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

**Teacher Wraparound  
Edition:** e.g., CTA  
157, 160, 355, 456

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

**Student Edition:** e.g.,  
27 #4, 91 #7, 125 #4–  
#5, 167 #6, 459 #4

- 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)

**Teacher Wraparound  
Edition:** e.g., VAC 23;  
CP 66, 383, 396; En  
447; RAS 497

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For Lexile Framework:  
We do not provide  
Lexile measures for  
foreign languages.  
However, Lectures

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culturelles readings  
are based on  
previously learned  
vocabulary, we  
suggest approaches to  
the readings for slower  
paced and more  
advanced students,  
and we provide  
leveled activities t/o  
the book.

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**C.**

**Lexile Framework**

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

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**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 II**

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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  
 Conversations CD-  
 ROM; PowerTeach  
 Interactive  
 Chalkboard CD-  
 ROM; Video DVD  
 Program with  
 activities;  
 MindJogger  
 Videoquiz; Audio  
 CDs; level-  
 appropriate  
 Transparencies:  
 Maps, Bellringer  
 Review, Vocabulary

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

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with English translations and overlays, Communication, 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., SE 92, 193, 213, 254; TWE 72, 253.

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

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Teachers can begin every

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

3. integrate technology into the curriculum.

_____	_____	_____	_____
_____	_____	_____	_____

lesson with a  
Bellringer Review  
transparency.

Every Chapter  
Opener refers  
students to online  
book.

Vocabulary,  
Structure, and  
Conversation  
sections refer  
students to Web  
site practice and  
teachers to online  
learning options.

Icons identify  
audio  
Conversations,  
Lectures, and  
activities, e.g., SE  
158, 192, 254.

Students and  
teachers are  
referred at  
appropriate points  
to the Video  
Program, e.g., SE  
277, TWE 277,  
and  
StudentWorks™  
Plus CD-ROM,  
e.g., SE 161.

Teachers are  
referred to  
PowerTeach  
presentations,

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e.g., TWE 151.

Web Strategies  
pp. T22-T23

See also: e.g., SE  
459 #4, TWE CP  
269

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## B. Scientifically-Based Research Strategies

**Student Edition:**  
e.g., 459 #4

**Teacher  
Wraparound  
Edition:**  
focus is on  
communicative  
strategies t/o,  
varying teacher-  
directed and  
student-directed  
interactions: e.g.,  
35 (Step 4), 82  
(Step 4), 109  
(Step 2), 224  
(Reading, Step  
2), 344 (Step 2).

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**Student Edition:**  
Writing Strategy  
appears in every  
chapter, e.g., 27.

Dinah Zike's  
Foldables xlii–lv

See also: e.g., 27  
#5, 125 #5, 273  
#5, 331 B, 361

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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.

#4-#5

Passport to Success Notebook provides students with activities to improve their notetaking and study skills.

**Teacher Wraparound Edition:**

Writing Development boxes found t/o, e.g., 90, 208.

Dinah Zike's Foldables™ suggestions found t/o, e.g. 201, 385.

See also: e.g., Tu 347, En 411

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**Teacher Wraparound Edition:**

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

Emphasis is

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3.

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



placed on  
differentiating  
instruction, e.g.,  
82 (Step 4), 178  
(Step 2), 289  
(Step 3), 423  
(Step 3).

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**C. Critical Thinking**

**Student**

**Edition:** e.g.,  
51 A, VAC 163,  
194 B, 301 A,  
332 #2, 479 D,  
485 A, 497 D

1.

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

**Teacher**

**Wraparound**  
**Edition:** e.g.,  
CP 99 (Comp),  
212, 314 (Des);  
CTA 157, 160,  
355, 456

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**Student**

**Edition:**  
On parle super  
bien! found at  
the end of each  
chapter, e.g.,  
128.

2.

promote student-generated responses.

Parlons un peu  
plus found in  
every chapter,  
e.g., 159.

Activities with  
red titles  
indicate that  
they are more

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open-ended and  
can vary more,  
e.g., 5 #6, 41  
#12, 108 #16,  
287 #10, 322  
#20, 419 #26.

**Teacher  
Wraparound  
Edition:** e.g.,  
PA 40, As 110,  
Re 147, CTA  
160, Ch 219

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**D. Life Skills**

**Student Edition:**  
e.g., 34–35, 38–  
39, 56–57, 164–  
165, 229 B, 451  
C, 454, 458 #1,  
459 #3

1.

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

**Teacher  
Wraparound  
Edition:** e.g.,  
CC 117, 165;  
CP 39, 253, 383  
(La fête  
nationale), 396,  
443; NS 435

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**Student  
Edition:**  
Reading  
Strategy boxes  
for each  
Lectures  
culturelles, e.g.,  
192, 452

2.

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

**See also:** e.g.,

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58 #2, 166 #1,  
302 #1, 333 #5

**Teacher  
Wraparound  
Edition:** e.g.,  
PA 40, 123 Step  
2, 160 Reading  
Step 1, RAS  
167, 267 Step  
3, CCC 422

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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,  
e.g., 44 #17, 90  
#2, 209 #5, 265  
B, 321 #17.

1.

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

**Teacher  
Wraparound  
Edition:**  
Suggestions for  
group and  
paired activities  
found t/o, e.g.,  
PA 40, CM 249,  
CP 314.

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2.

provide classroom management suggestions.

**Teacher  
Wraparound**

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**Edition:**

Bellringer Review activities are provided for use at the start of each class meeting in order to immediately focus students on the lesson, e.g., 102, 222, 296, 321, 418.

See also: e.g., 257 #11, 267 Step 1, 327 Step 1

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**Teacher Wraparound Edition:**

Differentiated Instruction T24–T25; Reaching All Students boxes offer alternative activities to meet the students' diverse learning styles, as well as activities for mastery and non-mastery students, e.g., 39, 79, 110, 135, 213.

3.

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

Tutorial is

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geared toward non-mastery students and suggest ways to make activities easier or suggest ideas to aid learning, e.g., 125, 166, 220.

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**Student Edition:**

In the direction lines of many activities, models are given for students to follow, e.g., 77 #16, 115 #28, 184 #14, 257 #11, 322 #21.

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Yes; vocabulary and grammar practices also include indications of possible methods of delivery (speak and/or write, listen, read and/or write, etc.).

**Student Edition:** e.g., 100–101 #1–#5, 151–152 #12–

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**F. Instructional Materials**

1.

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

2.

provide extensive and varied opportunities to practice skills.

#17, 212–213  
#7–#12, 259–  
260 #14–#20

InfoGap  
activities pp.  
H2–H21 provide  
addition  
practice.

Ancillaries and  
online  
resources  
provide  
additional  
practice.

**Teacher  
Wraparound**

**Edition:**  
Group and  
Paired Activities  
t/o, e.g., 40, 71,  
148  
Additional  
Practice t/o, e.g.  
103, 207, 367

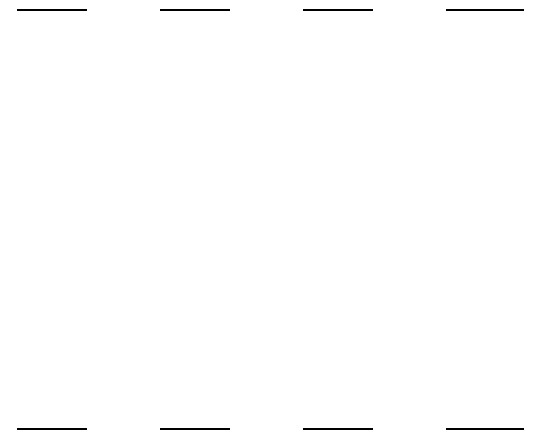
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Program offers  
technology and  
print practice  
materials, Fine  
Art  
Transparencies,  
and Cultural  
Video  
(Vidéotour).  
Also:  
**Student  
Edition:**  
Assessment in

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3.

provide intervention, practice, and enrichment materials.



each chapter offers self-intervention opportunity.

**Teacher 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., 77 History Connection, 132 Art Connection, 224 Geography Connection; Learning from Photos, Learning from Realia, and Fun Facts  
information t/o



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**Student Edition:** e.g., 56–57, 88–89, 122–123, 270–271, 358–359

4. provide exemplars of critique and research-based writing.

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See Lesson Plans found on TeacherWorks™ Plus CD-ROM

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

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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., 69 #5, 115 #29, 223 A, 255 #10, 391 C.

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

C'est à vous activities require students to apply previously learned material to new topics, e.g., 58–59,

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124–125, 230–  
231, 332–333,  
428–429.

**Teacher  
Wraparound  
Edition:**

Bellringer  
Review  
activities appear  
several times in  
each chapter  
and review  
previously  
learned  
material, e.g.,  
78, 146, 222,  
354, 410.

Recycling gives  
students the  
opportunity to  
review past  
vocabulary and  
structures within  
the context of  
the current  
chapters, e.g.,  
3, 205, 246,  
298, 480.

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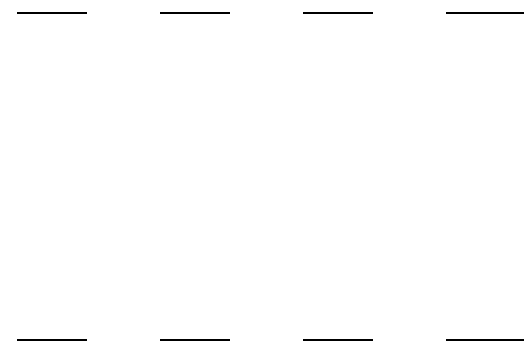
**Student  
Edition:**

Révision, On  
parle super  
bien!, and C'est  
à vous t/o  
combine skills  
and allow  
students to  
apply them in

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7.

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



communicative contexts.  
e.g., 130–135, 202, 272–273.

**Teacher Edition:**

See T3 letter from author.

Bellringer Review activities assist in building cumulative repertoire, e.g., Chapter 4 102 reviews past tense of regular and irregular verbs learned in Chapters 10 and 11 Level 1 and reviewed in Révision E SE R41 and R43.

See also: e.g., 69 #4, 101 Note, 182 (Step 1)

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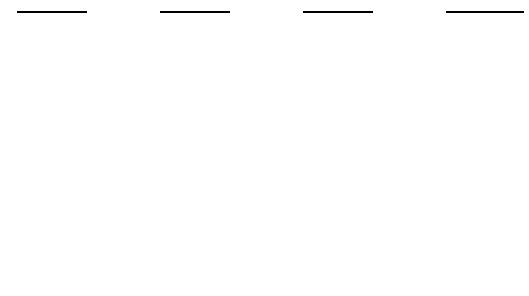
**G. Assessment**

1.

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

Speaking Tests, Proficiency Tests found in TeacherTools FastFiles Booklets

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**Teacher  
Wraparound  
Edition:** Writing  
Development  
t/o, e.g., 27

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**Student  
Edition:**  
Every chapter  
contains  
Assessment,  
e.g., 92.

**Resources:**  
Workbook and  
Audio Activities  
book

**Teacher  
Edition:**  
Assessment  
boxes t/o, e.g.,  
47, 143;  
Quizzes  
referenced at  
appropriate  
points in TWE:  
e.g., 150;  
Chapter Tests  
referenced at  
appropriate  
points in TWE  
Resource  
boxes: e.g.,  
168;  
Performance  
Assessment  
Tasks  
referenced in  
TWE: e.g., 232;  
ExamView®

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2.

provide on-going progress monitoring.

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Assessment Suite CD-ROM 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 Writing tests; one easy to intermediate; another intermediate to challenging; a Listening Comprehension Test; a Speaking Test; and a Performance Assessment Task; all found in the TeacherTools FastFile Booklets.

ExamView® Assessment Suite CD-ROM allows teachers to create

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3.

provide rubric-based differentiated assessment.

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customized  
assessments.

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**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:**

R45 #8-#9, R57  
#13, 5 #6, 90 #3,  
135 #9,  
166 #3-#4, 181 #9,  
198 #2, 209 #5,  
361 #4, 379 #5,  
383 #11, 387 #17,  
389 #21-#22, 391  
A-B, 398 #3, 409  
#5, 451 A-B

1.

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

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**Student Edition:**

5 #6, 81 #21-#22,  
115 #29, 117 B,  
181 #9, 184 #18,  
198 #3, 209 #5,  
241 #7, 353 A, 369  
#7, 410-413, 439  
#4, 451 A

*Parlons un peu  
plus* 19

**Teacher**

**Wraparound  
Edition:**

CP 174 (Qu'est-ce  
qu'on manger?  
Mon repas favori),  
347 (J'aimerais  
habiter...); RAS  
408

2.

exchange and understand information including preferences and emotions.

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**Student Edition:**

4 #3, 26 #2, 36 #3,  
41 #12, 43 #15, 68  
#1, 107 #12, 110  
#17, 176 #2, 177

3.

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

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#4, 181 #8, 219  
#19-#21,  
257 #11, 291 #16,  
313 #5, 323 #22,  
387 #15,  
439 #3

**Teacher  
Wraparound  
Edition:**

LR 257; RAS 251

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**INTERPRETIVE**

**B. LISTENING AND READING**

**Student Edition:**

20-23, 52-54, 84-  
85, 118-119, 192-  
193, 196-197, 224-  
227, 266-267, 296-  
299, 326-329, 354-  
355, 392-397, 422-  
427, 452-453, 478-  
479, 482-483

**Teacher  
Wraparound  
Edition:**

CP 7 (Un film); LR  
46-47

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The following page  
references provide  
opportunities for  
students to  
develop reading  
and listening  
comprehension  
utilizing topics of  
general interest.

**Student Edition:**

50, 56-57, 84-85,

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1.

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

2.

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

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164-165, 192-193,  
196-197,  
224-225, 264, 294,  
298-299, 352, 354-  
357, 390, 392-395,  
420

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**Student Edition:**

195, 228-229, 325  
B

*French Online 5*

*Parlons un peu  
plus 19*

*Photo 239, 413*

**Teacher**

**Wraparound  
Edition:**

LR 46-47, 154,  
181, 189, 191, 257,  
258, 269, 283, 332;  
NG 136-139, 242-  
245, 470-473

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3.

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

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**PRESENTATIONA  
L**

**Student Edition:**

91, 125, 166 #4,  
199 #4, 369 #6

**Teacher**

**Wraparound  
Edition:**

CP 7 (Un film), 99  
(Un voyage), 150  
(Des.économies),  
253, 269, 271, 347  
(J'aimerais  
habiter...), 383,  
396, 411 (A table,

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1.

**C. SPEAKING AND WRITING**

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

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Des  
comparaisons),  
443; NS 247; RAS  
R31, 79

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**Student Edition:**

27 #5, 59 #4, 91,  
125 #4-#5, 166 #4,  
167 #6,  
181 #10, 198 #3,  
199 #5, 273 #5,  
303, 361 #4,  
383 #12, 399 #4

**Teacher**

**Wraparound**

**Edition:**

CP 99 (Un  
voyage), 150 (Des  
économies),  
174 (Un repas  
français); CTA 456;  
PA 84

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**Student Edition:**

20-25, 52-55, 84-  
87, 118-121, 160-  
163, 192-195, 224-  
227, 266-269, 296-  
299, 326-329, 354-  
357, 392-395, 422-  
425, 452-455

**Teacher**

**Wraparound**

**Edition:**

LC 479 E, 483 C

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2.

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

3.

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.
- 

The instructor may use the page references below to assist students in discussing potential implications of cultural practices and factors that influence those practices.

**Student Edition:**

22-23, 55, 84-87, 120-123, 163, 192-194, 268-269, 298-299, 328-329, 356-359, 394-397, 456-457

**Teacher Wraparound Edition:**

CCC 71; FF 161; GC R38, 118; LP R7, 21; LR 5, 159; SOC 1, 97

1.

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

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(Photograph)

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**Student Edition:**

120-123, 136-139,  
213 #12, 226-227,  
242-245, 370-373,  
376-377, 472-473

**Teacher**

**Wraparound  
Edition:**

FF 236, 241; GC  
355; LP 27, 40,  
114, 124, 328, 343;  
SOC R29, 1  
(Photograph), 339  
(Photograph)

2.

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

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**Student Edition:**

20-23, 79, 196-  
197, 268-269

*Photo 335*

**Teacher**

**Wraparound  
Edition:**

AC #8-#9, #16-  
#17, 132, 369; CP  
7, 174  
(Au restaurant),  
271; FF R35; HC  
132; LP 55;  
SOC 1, 97

3.

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

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**Student Edition:**

23, 196-197, 270-  
271, 396-397, 426-  
427, 476-479, 480-  
483, 484-485, 488-  
490, 492-497

*Photo 25 (top)*

**Teacher**

**Wraparound**

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4.

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

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**Edition:**

AC 8, 17, 132, 369;  
CP 7 (Un  
exposition,  
Au musée); HC 79,  
239, 356; LP 55,  
475; LR 5, 331;  
RAS 79; SOC 435  
(Painting)

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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	<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:**

20-21, 52-53, 55,  
160-161, 164-165,  
298-299,  
422-425

**Teacher  
Wraparound  
Edition:**

AFL 326; CCC  
399; CP 99  
(Comparaisons),  
269, 314 (Des  
comparaisons),  
359, 411 (A Table,  
Des  
comparaisons);  
CTA 157, 355,  
456; FF 161; LP  
398; NS 247

The following page  
references present  
authentic sources,  
which may be  
investigated and  
discussed for  
identification of  
similarities and  
differences in

1.	explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).	_____	_____	_____	_____
2.	discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).	_____	_____	_____	_____

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cultural perspectives.

**Student Edition:**

196-197, 228-229, 426-427, 497 D

*French Online 22*

*Vidéotour 499-513*

**Teacher**

**Wraparound**

**Edition:**

CCC 391; CP 7  
(Un film), 39, 66;  
FF 35; L 480-485;  
LR 189, 191, 385,  
421

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**Student Edition:**

24-25, 153, 196-197, 214, 216 #2, 218

(Les propositions), 256, 292 (La formations des adverbés), 300-301, 318, 330-331, 347 #11, 422-425

**Teacher**

**Wraparound**

**Edition:**

AFL 67, 143, 221, 301; C 229 (Step 2); E 3;  
FF 302; NS 88 (Comparaisons);  
VE 377

3.

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

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

24-25, 35 (Note),  
56-57, 88-89, 292  
(La formation des  
adverbes), 330-331

*Photo* 46-47

**Teacher  
Wraparound  
Edition:**

C 123 (Step 2), 165  
(Step 2); V 69  
(Cognate  
recognition); VE  
377

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.

\_\_\_\_\_

**Student Edition:**

37 #6, 54, 187, 318,  
360 #3, 411-413,  
422-425

**Teacher  
Wraparound  
Edition:**

AFL 67, 71, 143,  
221, 229, 291, 326;  
CP 411 (Salut!); FF  
303; LR 391; VE  
37, 143, 319

2.

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

\_\_\_\_\_

**Student Edition:**

3.

employ knowledge of the patterns of similarities and

\_\_\_\_\_

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R41, R51, 12, 14,  
42, 45, 48, 150-151,  
157, 185, 220, 256-  
259, 318-319, 348-  
349, 384-386,  
418-419, 444-445,  
465-467

**Teacher  
Wraparound  
Edition:**

VE 319

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The following page  
references highlight  
target culture  
products and  
practices that the  
instructor can use  
to identify factors  
that may have  
contributed to  
student  
development.

**Student Edition:**

20-21, 37 #6, 52-  
55, 86, 118-121,  
224-225,  
228-229, 298-299,  
326-329, 358-359,  
392-395

*French Online* 385

**Teacher  
Wraparound  
Edition:**

CCC 225, 399; CP  
99 (Comparaisons,  
Le train), 314 (Des  
comparaisons), 411  
(Des  
comparaisons); FF  
161; LP 40; SOC 97

---

4.

differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.

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

(Photograph)

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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		N

**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.

Students may use material found in the following pages to identify opportunities for personal enjoyment and to investigate potential career possibilities related to study of the target language.

**Student Edition:**

426-427

*French Online 5, 22*

*Literature selections*

476-497

**Teacher**

**Wraparound**

**Edition:**

CC 117, 123, 165, 453; CP 7 (Un film), 174 (Un repas français, Au restaurant), 443; E

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).

\_\_\_\_\_  
\_\_\_\_\_

447; LC 397; LR  
385; NS 435, 441;  
VE 381

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The following page references may be used to create student presentations or to facilitate student use of the target language in the larger school or community setting.

**Student Edition:**

26 #3, 59 #5, 303  
#4

*French Online 22*

**Teacher  
Wraparound  
Edition:**

CP 7, 66, 99 (Un voyage), 174 (Au restaurant), 285 (On va voyager!); FF 392; LC 397; NS 65, 97, 309; P 50 (Step 3); RAS 59, 79, 143, 213

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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.

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