

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe/McGraw-Hill
SUBJECT:	French Level 3
COURSE:	High School
TITLE:	<i>Glencoe French 3 Bon Voyage!</i>
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TE ISBN:	978-0-07-879149-9

GENERIC EVALUATION CRITERIA GROUP VI - 2007 TO 2013

FOREIGN LANGUAGE—LEVEL III

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u> X </u>	_____	_____	<p>I. INTER-ETHNIC</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>	_____	_____	<p>II. EQUAL OPPORTUNITY</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	

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

A. Learning Skills

Student Edition: e.g.,
16 #2, 17 #5, 30 #1,
31 #3, 39 E, 42 D, 48
#4, 49 #7, 52 #1, 52
#2, 53 #4, 65 D, 70 #1,
71 #6, 78 B, 88 #1, 89
#6, 102 B, 108 #3, 109
#6, 113 #3, 113 #4,
130 #2, 131 #4, 143
#6, 160 #3, 161 #8,
165 #5, 182 #1, 190 D,
197 #5, 223 #5, 241
#5, 267 #3, 290 #2,
320 #1, 343 #4, 372
#2, 373 #4, 393 #6,
403 #4, 409 B, 422 #1,
437 E, 445 E, 451 F,
456 C, 457 H, 463 E,
469 F, 486 E, 491 D,
500 A, 508 D, 511 E

**Teacher Wraparound
Edition:** e.g., CTA 7,
25, 124, 234; GA 12,
30, 101; RAS 25

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

Student Edition: e.g., **B. 21st Century Tools**
FO 63, 64, 67; 52 #1,
52 #2, 113 #3, 161 #4,

Teacher Wraparound

Edition: e.g., CCC 65, 175; CP 219, 262, 420

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.

- 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 III**

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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
 Transparencies:

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

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

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
63, 123, 162,
TWE 171, 230.

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

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

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 171, 238 #6. 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

3. integrate technology into the curriculum.



culture relating to the chapter theme. All technology resources for each chapter are referenced in TWE interleaf pages, e.g., TWE 328B. Also, Web Strategies pp. T22-T23

Student Edition: e.g., 164 #1, 324 #2

Teacher Wraparound Edition: focus is on communicative strategies t/o, varying teacher-directed and student-directed interactions: e.g., 21 (Step 2), #3 28, RAS 35, 92 (Step 1), 134 (Step 2).

Student Edition: Rédaction Proficiency Tasks in each chapter, e.g., 112-113, 222, 324.

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.



See also: e.g.,
52 #1, 164 #1,
222 #1, 376,
426, 477 D, 483
#8, 495 C

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

**Teacher
Wraparound**

Edition: e.g.,
Tu 35, Av 52,
CCC 65, AP 36,
79; CP 26, 219,
267

**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.,
38 (Step 3), 146
(Step 2), 238

3.

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



(Step 1), 337
(Step 1).

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C. Critical Thinking

Student
Edition: e.g.,
 16 #3, 65 D,
 108 #3, 290 #1,
 373 #5

1.

Teacher
Wraparound
Edition:
 Critical Thinking
 Activities found
 throughout the
 book, e.g., 77,
 124, 234, 348,
 382, 388.

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

Student
Edition: e.g.,
 99 #1, 159 #8,
 193 #5, 231 #1,
 233 B, 239 #9,
 313 C

2.

Teacher
Wraparound
Edition: e.g.,
 AP 5, 79, 120,
 217; As 245

promote student-generated responses.

D. Life Skills

Student
Edition: e.g.,
 161 #4-#5, 165

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

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#2, 219 #4, 355
#5, 334-336,
348-349, 366-
367, 409 B

**Teacher
Wraparound
Edition:** e.g.,
CP 192, 343,
385; CC 17,
151, 469, 477

**Student
Edition:** e.g.,
30 #1-#2, 31 #3,
53 #4, 70 #1,
142 #2, 165 #5

**Teacher
Wraparound
Edition:** e.g.,
CTA 25; RS
434-435; LA
435, 455, 467,
474, 494, 510

2.

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

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., 87 #11,
130 #2, 154 F,
179 #6, 241 #5,

1.

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

263 E, 271 #5,
325 #4, 399 D.

**Teacher
Wraparound
Edition:**

Suggestions for
group and
paired activities
are found
throughout the
book in the
Teacher Wrap,
e.g., GA 87,
126, 413; PA
104, 282.

See also: e.g.,
VAC 309; 37
(Step 4), 318
(Step 3), D
336, 408
(Lecture Step 1)

**Teacher
Wraparound
Edition:**

Bellringer
Review
activities are
provided for use
at the start of
each class
meeting in order
to immediately
focus students
on the lesson.

See also: e.g.,
Note 6, TT 13,
#3 23, Note 60,
62 (Step 3), PA
104 (Hint), 174

2.

provide classroom management suggestions.

(Steps 4 and 5),
PA 288 (Hint)

**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. 9, 25, 67, 80, 95, 155. Tutorial is geared toward non-mastery students and suggests ways to make activities easier or ideas to aid learning, e.g., 142, 267, 446.

3.

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

F. Instructional Materials

**Student
Edition:**

In the direction lines of many activities, models are given for students to

1.

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

follow, e.g., 75
#3, 179 #6, 286
#2, 347 #3, 401
#1.

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.,
36 #1-#4, 141
#1-#4, 280-284
A-E, 349 A-C,
399 A-D

Ancillaries and
online
resources
provide
additional
practice.

Teacher

Wraparound

Edition:

Group and
Paired Activities
t/o, e.g., 125,
178.

Additional
Practice t/o, e.g.
230, 319.

Program offers

2.

provide extensive and varied opportunities to practice skills.

3. provide intervention, practice, and enrichment materials.

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

Also:

**Student
Edition:**

Assessment in
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., 109 History
Connection, 361
Music

Connection;

Learning from

Photos,
Learning from
Realia, and Fun
Facts
information t/o

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Student Edition: e.g., 94-95, 100-101, 203, 308, 360-362	4.	provide exemplars of critique and research-based writing.									
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.									
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., 10 D, 42 D, 138 C, 336 E, 384 #2.	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., 48-49, 88-89, 130-131, 219, 302-303.

Teacher Wraparound Edition:

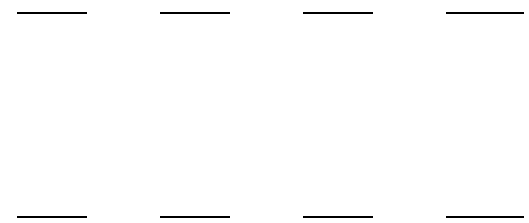
Bellringer Review activities appear several times in each lesson and review previously learned material, e.g., 74, 139, 232, 346, 400.

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.

The Bon voyage! Level 3 French Program serves as the capstone for BV Levels 1, and 2.

7.

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



It brings together all previously taught grammar and vocabulary in a context rich in cultural, historical, and authentic reading selections. Previously acquired skills are perfected and refined through the carefully constructed and integrated vocabulary, grammar, and reading comprehension activities. See Scope and Sequence, Teacher Edition, T6-T18.

G. Assessment

Speaking Tests, Proficiency Tests found in TeacherTools FastFiles Booklets

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

Student Edition:
Every chapter contains Assessment,

2. provide on-going progress monitoring.

e.g., 132-133,
252-253, 374-
375.

Students also
have access to
self-check
quizzes on the
Web site, e.g.,
72, 144, 220.

**Teacher
Wraparound
Edition:**

Quizzes
referenced at
appropriate
points in TWE:
e.g., 20

Lesson Tests
referenced at
appropriate
points in TWE:
e.g., 199

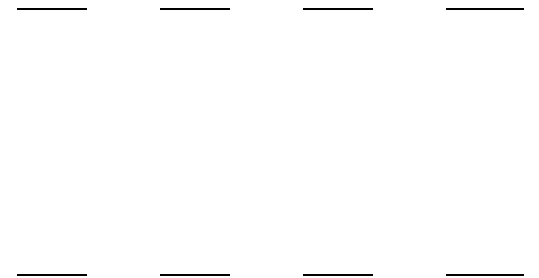
Comprehensive
Chapter Tests
referenced in
TWE: e.g., 374;
ExamView®

Assessment
Suite allows
teacher control
of tests and
quizzes.

Assessment
options allow
the teacher to
assess all four
skills and to
accommodate
students with
different skill

3.

provide rubric-based differentiated assessment.



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
Proficiency
Test; all found
in the
TeacherTools
FastFile
Booklets.

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

Level III Foreign Languages - Modern SPECIFIC CRITERIA FOR CONTENT AND SKILLS

The development of communication skills becomes the primary focus of Modern Foreign Languages Level III objectives. Level III students extend communication skills by expressing their own thoughts in strings of sentences. They initiate questions on a variety of topics, using acceptable, if not always precise, vocabulary, and they show some understanding of idiomatic expressions. Level III students may invent words or use circumlocution to stay in the target language and use expressive reactions to elicit more information. Level III students sustain communication, with some fluency, on familiar topics in a number of settings. With preparation, they can coordinate multiple tenses in spite of some errors. They are generally comprehensible to a sympathetic native speaker, although at times, some communicative lapses may occur.

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

Student Edition:

17 #4, 31 #4, 48 #4,
49 #7, 70 #2, 71 #4,
88 #2, 109 #6, 131
#5-#6, 142 #3, 182
#2, 193 #5,
196 #2-#3, 291 #6,
321 #6, 343 #6, 422
#2

•

exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses.

Student Edition:

71 #4, 89 #6, 109 #5-
#6, 143 #4, 154 F,
182 #1,
193 #5, 241 #4, 291
#5, 320 #1, 342 #2-
#3, 373 #5, 392 #3,
403 #4, 423 #4

1.

convey and express opinions with supporting details on a variety of personal and social interests.

**Teacher
Wraparound
Edition:**

CTA 123; J 101
(Group Activity); NS
125

Student Edition:

142 #2, 222, 271, 291
#6, 302 #1, 321 #4,
325 #4, 373 #4, 377
#6, 399 D, 427 #4

2.

give and follow multi-step directions, instructions, and commands.

**Teacher
Wraparound
Edition:**

CM 195; CP 192 (A
table!), 343

Student Edition:

22 #1, 26 B, 36 #1,
39 A-B, 42 A, 60 #1,
68 #1,

3.

ask and answer questions in settings which suggest different solutions or outcomes or make predictable ending.

69 #3, 70 #2, 78 B,
82 #5, 85 #8, 99 #1,
103 #1-#2, 104 #4,
121 #2, 129 #5, 178
#2, 195 #6, 249 #1,
313 A-B, 349 C, 359
#1, 371 #8

**Teacher
Wraparound
Edition:**
CTA 25

B. Interpretive

Student Edition:

6-10, 38-39, 62-65,
94-97, 100-102, 122-
126,
151-153, 173-176,
188-189, 202-213,
232-234, 260-261,
263, 280-284, 308-
309, 311-313,
366-367, 385-389,
412-413

1.

extract main ideas and supporting details gained from discussions, narratives and various authentic presentations (e.g., conversations, letters, literary texts and multi-media).

Student Edition:

37-39, 41-42, 94-97,
100-102, 147-148,
151-153, 203-204,
205-213, 308-309,
311-313, 360-363,
366-367, 408-409
432-511 (literature
selections)
Vidéotour 55, 115,
167, 225, 273, 327,
379, 429

2.

derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multi-media).

**Teacher
Wraparound
Edition:**

Student Edition:

2-8, 118-127, 149-153, 200-204, 205-213, 228-234, 244-246, 276-284, 330-336, 396-399, 406-409, 410-413, 432-437, 446-451, 458-463, 464-469, 470-477, 484-486

3.

recognize and make sense of authentic, oral and written, level-appropriate selections by limited contextual and/or visual prompts.

C Presentational

The following page references provide opportunities for students to become more aware of correct intonation and pronunciation and also to refine vocal performance.

Student Edition:

13 #1, 66 #1, 140 #7

Teacher

Wraparound

Edition:

CCC 175; FF 505; L 455 (Step 2), 474 (Step 3), 485 (Step 2), 487 (Step 1), 489 (Step 1), 494 (Step 3), 498 (Step 1)

1.

Incorporate acceptable intonation and pronunciation patterns.

2.

The following exercises provide students the opportunity to practice grammatical

incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).

structures, which may be used for self-expression and in oral and written communications.

Student Edition:

44 #2, 46-47, 66-69, 79-81, 103-104, 139-141, 157-158, 238-239, 247-249, 264-265, 316-317, 318-319, 350-351, 352-353, 417-418

**Teacher
Wraparound
Edition:**
CM 105

Student Edition:

52 #1-#2, 112 #1, 131 #3, 142 #1, 161 #8, 165 #5, 182 #2, 196 #3, 219 #4, 240 #1, 266 #2, 325 #5, 392 #2

3.

**Teacher
Wraparound
Edition:**

CCC 65; CP 11, 26, 183, 262, 267 343; PA 136

Student Edition:

16 #1, 190 D, 204 C, 213 C, 219 #1-#2, 233 #4-#5, 266 #2, 267 #4, 309 C, 398-399, 444 C, 456 C, 457 E, 511 E

4.

Teacher

create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).

paraphrase and/or summarize the main ideas of oral and written texts.

**Wraparound
Edition:**

CP 262; E 15; J 101
(Step 2), 202 (Step
2), 409 B; LA 434
(Step 2), 435; RAS
123

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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 following page references give students opportunities to discuss and examine factors that contribute to generalizations about the native and target cultures.

1.

Student Edition:

16, 62-65, 76-78,
100-102, 122-126,
130 #2,
170-176, 203-204,
385-389

**Teacher
Wraparound**

discuss the origin and implications of generalizations about the target culture(s).

Edition:

CP 70, 118, 183;
FF 138, 210, 228;
HC 305;
LP 153; LR 83; NS
168; PC 101; RAS
9, 95

Student Edition:

9-10, 62-65, 94-97,
100-102, 122-126,
130 #2,
170-176, 203-213,
280-284, 412-413

**Teacher
Wraparound
Edition:**

AFL 98; CCC 41;
CP 70, 183, 192;
FF 138; LP 5, 69;
LR 83

The following page
references provide
students with
opportunities to
display behaviors
that reflect
knowledge of the
target culture in
social and other
common settings.

Student Edition:

31 #3, 48 #2, 113
#3, 302 #1, 303 #5,
320 #2,
325 #5, 423 #6,
427 #4

**Teacher
Wraparound
Edition:**

C 176 (Additional

2.

draw conclusions from social, geographical and historical
factors which influence cultural practices.

3.

incorporate behaviors appropriate to common social situations
in the target culture(s).

Practice); CP 70,
192, 251, 321; FF
492; J 413 (Group
Activity); L 455
(Step 2),
504 (Step 2), 505
(Steps 1-3); RAS
77, 95, 296

Student Edition:

311-313, 403 #4

Photo 72

Teacher

Wraparound

Edition:

CM 82; FF 210,
338; LC 506; LP
19, 29, 35;

LR 61, 65, 83, 97,
129, 197; SOC 380

Student Edition:

386-389, 403 #3

Vidéotour 429

Teacher

Wraparound

Edition:

CP 192, 420; FF
15, 124, 334; HC
305;

LC 137-138; LP 22
(top), 28, 69
(bottom), 277, 334,
373; LR 61, 97,
370; PC 101

Student Edition:

147-148, 202-204,
386-389, 408-409

Photo 157, 359

(top), 372 (bottom),
415,

4.

examine the role and significance of objects, images,
products and symbols of the target culture(s).

5.

analyze the impact of cultural contributions (e.g., artistic,
scientific, historical, social and philosophical) of the target
culture(s).

6.

examine the significance of historical and contemporary
figures of the target culture(s).

423 (bottom)
 Literature selections on pages 434-511 also provide students with opportunities to identify renowned authors from the target cultures.

Teacher Wraparound Edition:

AC 384, 403; C 387 (Step 5); FF 15, 138; HC 404; LP 69, 145, 310; LR 195, 370



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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).

The following page references may be examined for identification,

1.

compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental).



comparison, and contrast of cross-culturally relevant issues.

Student Edition:

100-102, 202-204, 205-213, 232-234, 251 #4, 308-309, 360-363

French Online 67

Teacher Wraparound Edition:

C 387 (Step 5); CCC 65; CP 70, 118, 183, 385; CTA 234; FF 124, 246, 247; NS 283

The following page references provide opportunities for students to experience authentic sources that may be examined for identification of perspectives similar to or different from those found in the primary culture.

2.

Student Edition:

94-97, 100-102, 147-148, 151-152, 203-204, 208-213, 308-309, 311-313, 366-367, 408-409, 504-507

Teacher

make sense of and explain similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., newspaper stories, documentaries, commentaries).

Wraparound**Edition:**

CCC 65; CP 11,
393, 420; FF 505;
LC 506

Student Edition:

37-39, 94-97, 112
#2, 113 #3-#5, 302
#1, 303 #5, 310,
311-313, 376 #3,
377 #4, 504-507

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

CCC 38; CTA 7,
348, 361; FF 124,
246, 505; L 435
(Cognates), VE
332

3.

employ knowledge of linguistic connections (e.g., cognates,
loan words, register to determine meaning of words and
phrases in native and target languages.

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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.

The following page references provide students with the opportunity to display awareness of symbols and pronunciation unique to the target culture.

Pronunciation is covered more fully in Glencoe's French 1 *Bon voyage!* © 2008.

Student Edition:

13 #1, 66 #1-#3

Teacher

Wraparound

Edition:

C 13 (Step 2); J 45 (Step 3), P 27 (Step 2), 74 (Step 2), 134 (Step 3), 136 (Conversation Step 1), 177 (Step 2), 229 (Step 4), 358 (Step 1); PA

1.

analyze and incorporate critical sound-symbol differences within target language usage.

The following page references highlight verb tenses and other linguistic elements which promote precise communication.

Student Edition:

27-31, 43-49, 79-89, 103-109, 155-161, 191-197, 264-267, 314-321, 390-391, 400-401, 417-421

Student Edition:

37-39, 53 #4, 66-68, 94-97, 113 #3-#5, 247-249, 271 #4, 302 #2, 303 #5, 311-313, 320 #2-#3, 377 #4

Teacher Wraparound Edition:

AFL 147; CCC 38; CP 70, 251; P 94 (Step 1); RAS 60, 95

Students may generate precise meaning by use and practice of the structures highlighted in grammatical and *C'est a vous* sections featured below.

2.

analyze and apply knowledge of linguistic patterns (e.g., cognates, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication.

3.

select and incorporate words, expressions and behaviors that appropriately denote registers of language.

4.

incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language to form comprehensible messages.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Student Edition:

11-17, 43-49, 66-69, 79-82, 83-87, 105-107, 155-159, 191-192, 194-195, 214-215, 216-218, 238-239, 247-249, 264-265, 287-289, 314-319, 352-353, 368-371, 400-401, 414-421

The following page references can prompt student examination of possible or actual factors between the native and target cultures.

Student Edition:

71 #6, 412-413

Photo 97

Teacher

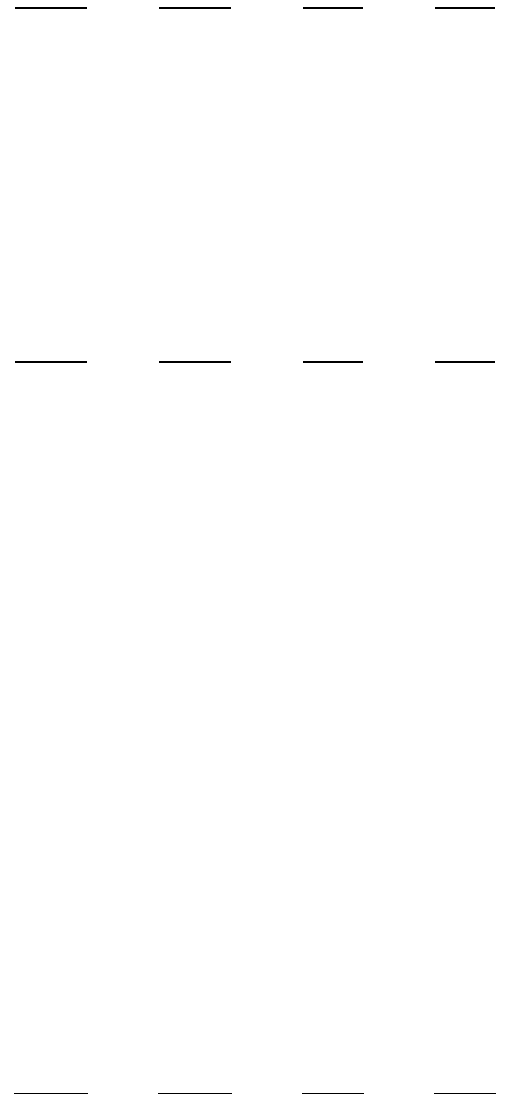
Wraparound

Edition:

AC 391; CCC 65; CP 70, 192, 393, 420; CTA 77; FF 124, 338, 404; GC 3; LP 22 (top), 319 (bottom), 367; LR 83; P 387 (Steps 4-5)

5.

discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges.



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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.

Student Edition:

161 #4

French Online 63

Teacher

**Wraparound
Edition:**

CC 151; CCC 65;
CP 11, 70, 192,
219, 262, 420; FO
230; GA 135, 413;
LP 367

1.

locate resources and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations).

Student Edition:

161 #6, 412-413,
434-511 (literature
selections)

French Online 63

Photo 121, 157

Teacher

**Wraparound
Edition:**

CC 151, 353, 469,
477; CCC 65; CP
11, 70, 140, 191,
262, 420; FO 230;
LP 190; LR 83

2.

use knowledge and skills derived from the target language and its cultures to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, job shadowing, exchange programs, foreign travel, sports, cuisine, fine arts).

The page

3.

references listed below may be adapted to provide students with opportunities to showcase their linguistic abilities both inside and beyond the classroom setting.

Student Edition:

113 #3, 165 #3,
325 #5, 427 #4

Teacher

Wraparound

Edition:

CC 17, 151; CP
11, 70, 143, 251,
262, 267, 385, 420;
RAS 31, 35

investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, mentoring ELL students, translating, assisting speakers of other languages).

LEVEL IV MODERN LANGUAGES
SPECIFIC CRITERIA FOR CONTENT AND SKILLS

The expansion of communication skills remains the focus of Modern Foreign Languages Level IV objectives. Level IV students expand communication skills by initiating and maintaining conversations using an extensive vocabulary on a number of topics and in various settings. They also use a variety of interrogative styles and other interactive techniques to exercise control during communication. Level IV students successfully explain or describe concepts when the precise term is not available. These students supplement their vocabulary by referring to dictionaries and other references, rather than relying on the teacher. Students report, narrate and describe by connecting sentences with transitions to create paragraph-length discourse in both oral and written communication. They express, with ease, their own thoughts in numerous tenses on an impromptu basis. They also respond to hypothetical situations and react with other types of speculative thinking, e.g., stating hopes, wishes and rationales. Level IV students communicate with little hesitation and with an accent/intonation that does not detract from comprehensibility. Errors may occur from time to time without any significant effect on the flow of communication. Students are comprehensible to a native speaker, with clarification as needed.

Efficient use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives continues to lead students to proficiency. It is still important to note that knowledge and skills acquired in previous levels are maintained and expanded in this and 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. For all students, the goal remains how to develop the ability to know 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

_____	FL.O.LIV.1.01	engage in extended written and spoken dialogue (e.g., interviews, detailed descriptions, narrations, discussions of contemporary and historical issues) employing level-appropriate vocabulary and structure.	_____	_____	_____	_____
_____	FL.O.LIV.1.02	generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).	_____	_____	_____	_____
_____	FL.O.LIV.1.05	ask and answer questions in open-ended and hypothetical settings.	_____	_____	_____	_____

Interpretive

_____	FL.O.LIV.1.06	analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music)	_____	_____	_____	_____
_____	FL.O.LIV.1.07	elaborate on personal interpretations gained from discussions, narratives and various authentic presentations.	_____	_____	_____	_____
_____	FL.O.LIV.1.08	recognize and make sense of authentic, oral and written, language supported by minimal contextual and or/or visual prompts.	_____	_____	_____	_____
_____	FL.O.LIV.1.09	view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.	_____	_____	_____	_____

Presentational

_____	FL.O.LIV.1.11	select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.	_____	_____	_____	_____
_____	FL.O.LIV.1.12	produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays, reports, poetry, short stories).	_____	_____	_____	_____
_____	FL.O.LIV.1.13	paraphrase and/or summarize the main ideas and pertinent details of oral and written texts.	_____	_____	_____	_____

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II. 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.

_____	FL.O.LIV.2.01	explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.	_____	_____	_____	_____
_____	FL.O.LIV.2.02	analyze the origin and implications of generalizations about the target culture(s).	_____	_____	_____	_____
_____	FL.O.LIV.2.03	incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).	_____	_____	_____	_____
_____	FL.O.LIV.2.04	examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective.	_____	_____	_____	_____
_____	FL.O.LIV.2.06	explore historical and societal issues from a perspective within the target culture(s) (e.g., how depletion of the rain forest impacts culture of Central and South America, young workers in French society).	_____	_____	_____	_____
_____	FL.O.LIV.2.07	define the impact of historical and contemporary figures of the target culture(s).	_____	_____	_____	_____

(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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III. 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).

_____	FL.O.LIV.3.02	formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events).	_____	_____	_____	_____
_____	FL.O.LIV.3.03	analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts (e.g., literary texts, news broadcasts, newspaper/magazine editorials).	_____	_____	_____	_____
_____	FL.O.LIV.3.04	use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms).	_____	_____	_____	_____

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IV. 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.

_____	FL.O.LIV.4.01	discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., in Spanish difference in sound of initial “d” as opposed to intervocalic “d”).	_____	_____	_____	_____
_____	FL.O.LIV.4.02	apply knowledge of linguistic patterns to circumlocute in order to communicate effectively.	_____	_____	_____	_____
_____	FL.O.LIV.4.03	judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.	_____	_____	_____	_____
_____	FL.O.LIV.4.04	analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors.	_____	_____	_____	_____
_____	FL.O.LIV.4.05	predict and describe future cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which would enable these exchanges.	_____	_____	_____	_____

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V. 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.

_____	FL.O.LIV.5.01	seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations, target language media channels, long distance conferencing).	_____	_____	_____	_____
_____	FL.O.LIV.5.02	refine and use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, work-based learning for international associations/businesses, exchange programs, foreign travel, sports, cuisine, fine arts).	_____	_____	_____	_____
_____	FL.O.LIV.5.03	expand personal use of the target language (e.g., establishing associations with community heritage language clubs and organizations, teaching mini lessons to elementary students, tutoring, mentoring ELL students, translating, assisting speakers of other languages) within and beyond the school setting.	_____	_____	_____	_____