

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe/McGraw-Hill
SUBJECT:	French Level 4
COURSE:	High School
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GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

FOREIGN LANGUAGE—LEVEL IV

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u> X </u>	<u> </u>	<u> </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>	<u> </u>	<u> </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:

Thinking and Problem Solving: Analyse et opinion activities t/o emphasize higher order thinking skills, e.g., 5 #F, 31 #E, 59 #G, 91 #E, 266 #D; Problem solving: Pas à sa place activities t/o: e.g., 4 #B, 57 #C, 103 #B; 230 #B; Other e.g., 104 #F2; Exprimez-vous, e.g., 130, 133, 228, 266, 326, 364

Information and Communication: e.g., 31 Exprimez-vous #1, 59 #G3, 124 #D2, 192 Exprimez-vous #2, 263 Exprimez-vous #1; La grammaire en direct writing activities in each chapter, e.g., 21, 49, 81, 115, 181, 313, 343

Interpersonal and Self-Directional: e.g., 19

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

#B–C, 20 #E, 49 #H,
59 Exprimez-vous, 78
#D, 91 Exprimez-vous
#2, 104 #F2, 326
Exprimez-vous

TAE:

Thinking and Problem
Solving: e.g., T13 The
Analyse et opinion
questions, 59, Making
Connections, 65
Making Connections,
101 Teaching Tip, 130
Cooperative Learning

Information and
Communication: e.g.,
T11 The collective
composition, 234 Pre-
reading

Interpersonal and Self-
Directional: e.g., T15,
T16, 101 Teaching
Tip, 125 Pre-reading,
130 Cooperative
Learning

B. 21st Century Tools

**Student Edition and
Resources:**

Problem solving tools
(i.e., design tools): use
to create Exercez
votre art personnel
projects in Workbook,
e.g., 12, 32, 60, 72,
also see e.g., 299
Exprimez-vous #2;

- 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

Communication,
information processing
and research tools:
e.g., 31 French Online,
90 French Online, 124
#D2 and French
Online, 192 Exprimez-
vous #2, 299
Exprimez-vous #2–3

Personal development
and productivity tools:
e.g., 263 Exprimez-
vous #2;

TAE:

Problem-solving and
personal development
tools: e.g., T16;
Communication,
information processing
and research tools:
e.g., T12, T16, 234
Pre-reading

tools)

For Lexile Framework:
We do not provide
Lexile measures for
foreign languages.
However, readings are
based on previously
learned vocabulary
and grammar,
historical content is
presented in
chronological order,
and literary readings
are presented in their
historical context. All
readings have been



designed to meet the needs and varying abilities of advanced learners of French.

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 IV**

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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:
Interactive
Student Edition
CD-ROM with
links to the
Glencoe
French Web
site and other
resources, that
provide a vast

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

assortment of historical, literary, and art materials for learning enrichment; French Online, which gives students many opportunities to review, practice, and explore; online grammar quizzes; Audio CDs; ExamView® Pro.

The Trésors du temps Web page at glencoe.com contains links to relevant Web sites, as well as 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 Edition and Teacher Annotated Edition, e.g., 9, 90, 124, 182.

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

Student Edition:

Every chapter contains French Online boxes which refer students to online book and resources, e.g., 5, 31, 90, 182, 326

TAE:

Checkup notes refer teachers to online learning options, e.g., 20, 48, 80, 115, 250

Audio

Program:

CDs are a carefully structured series of oral exercises based on and complementary to material presented in text. Each exercise is designed to follow or accompany a particular lesson in the text.

3. integrate technology into the curriculum.

B. Scientifically-Based Research Strategies

Student Edition:

timelines with visuals t/o, e.g., 3–4, 26–27, 54–55, 86–87, 120–121, 152–153, 186–187, 222–223, 256–257, 290–291, 348–349
word bank: e.g., 213 #D, 214 #E, 215 #G, 217 #J–L, 325 #B;
Grammar elements presented in graphic organizers t/o, e.g., 11, 37–40, 69, 75, 109, 140, 173, 238; Tableaux des conjugaisons 370–381

Resources:

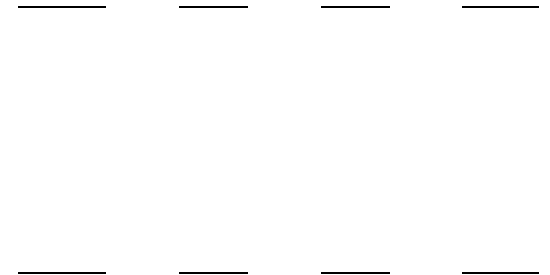
Workbook:
word banks t/o

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

Student Edition:

Writing skills: La grammaire en direct t/o: e.g., 21, 49, 80, 147, 217, 285, 343

2. promote writing skills and study techniques .



Other e.g., 104
Exprimez-vous
#1, 334
Exprimez-vous
#2; Study
techniques:
reading
comprehension
activities t/o,
e.g., 90–91 #D,
263 #E, 326
#D

Resources:

Workbook, La
grammaire en
situation
compositions
t/o

TAE:

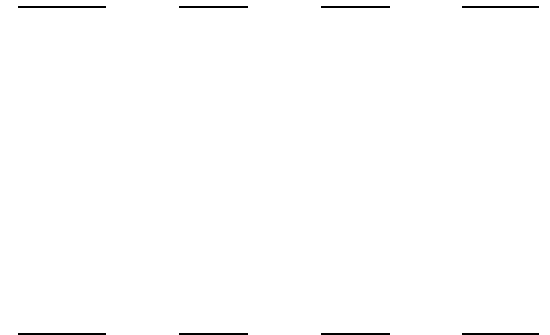
e.g., T10, T12,
T16, 66
Additional
Topics #2

TAE:

See Teaching
with Trésors du
temps, T9–
T16; also,
Teaching Tips
t/o, e.g., 4C,
101, 197
Additional
Practice

3.

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



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C. Critical Thinking

Student Edition:

Analyse et opinion activities t/o emphasize higher order thinking skills, e.g., 5 #F, 31 #E, 36 #E 65 #E, 91 #E, 104 #F 127 #E, 133 #E, 156 #E, 231 #E, 266 #D, 270 #E, 295 #E, 354 #D;
Discussion questions in Plaisir des yeux: e.g., 23 #2-4, 51#1-2, 117 #3, 287 #3-4, 317 #1-3, 287 #2-4;
Other e.g., 130 Exprimez-vous, 263 Exprimez-vous, 266 Exprimez-vous

1.

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

TAE:

Pre-reading questions t/o: e.g., 6, 33, 60

232, 304, 328;
Other: e.g., 59
Making
Connections, 65
Making
Connections,
165 Additional
Topic

**Student
Edition:**

Exprimez-vous
t/o, e.g., 5, 10,
31, 36 #1, 91
#1–2, 127, 130,
201, 263, 295,
354;
La grammaire
en direct t/o:
e.g., 21, 49, 81,
146, 217,
Other e.g., 146
#F, 147 #I, 156
#E1–3, 200 #B,
248 #C–D

Resources:
each chapter of
workbook
includes La
grammair en
situation for
open-ended
composition
writing.

TAE:
e.g., 60 Pre-
reading, 65
Making
Connections, 66
Additional
Topics, 102

2.

promote student-generated responses.



Pre-reading,
104 Extension
(Ex. F #2), 125
Pre-reading,
134 Pre-
reading, 158
Pre-reading,
165 Additional
Topic, 264 Pre-
reading, 296
pre-reading

D. Life Skills

Student Edition:
Reference tools
and
researching:
e.g., 31
Exprimez-vous
#1,
Goal setting and
application to
career oriented
goals: e.g., 49
#H5, 181 La
grammaire en
direct #2–3, 233
Exprimez-vous,
251 La
grammaire en
direct, 295
Exprimez-vous,
326 Exprimez-
vous, 343 La
grammaire en
direct;
Health-related:
127 #E3, 136
#E3, 163
Exprimez-vous
#2, 201

1.

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



Exprimez-vous,
270 Exprimez-
vous, 303
Exprimez-vous
#1

TAE:

Reference tools
and
researching:
e.g., T10
paragraph 1,
T12 paragraph
1, 234 Pre-
reading; Health-
related: e.g.,
134 Pre-
reading, 166
Pre-reading;
goal setting and
application to
career oriented
goals: e.g., 285
Additional
Topics #1

**Student
Edition:**

Readings t/o
emphasize
reading literacy
skills; also see
e.g., 59 French
Online, 192
French Online,
334 French
Online; writing
literacy skills:
e.g., 104
Exprimez-vous
#1, 306
Exprimez-vous,
334 Exprimez-

2.

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



vous #2; La
grammaire en
direct t/o;
Interpersonal
communications
: e.g., 5
Exprimez-vous,
20E, 49 #H, 91
Exprimez-vous
#2, 130
Exprimez-vous,
249 #E, 303
Exprimez-vous
#1;
Problem
solving: e.g., 10
Exprimez-vous,
104 #F2, 127
Exprimez-vous,
130 Exprimez-
vous, 133
Exprimez-vous,
326 Exprimez-
vous;
Self-directional:
e.g., 50 French
Online, 66
French Online,
104 Exprimez-
vous, 136
Exprimez-vous,
295 French
Online, 326
Exprimez-vous,
343 La
grammaire en
direct

Resources:

Self-directional
skills: Exercez
votre art

personnel t/o
Workbook

TAE:

literacy skills:
e.g., T11
Written essay
questions, T12;
Pre-reading
questions t/o:
e.g., 6, 32, 63,
306;
Problem
solving: e.g.,
131 Pre-
reading, 166
Pre-reading,
267 Pre-
reading;
Interpersonal
communications
: 101 Teaching
Tip, 130
Cooperative
Learning, 267
Pre-reading

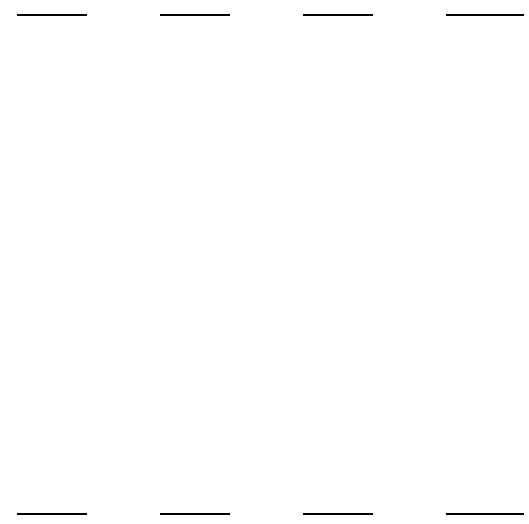
E. Classroom Management

1.

**Student
Edition:**

SE activities are
designed for
flexibility of use;
most can be
done either
individually or in
pairs or groups;
some are
intended for
groups, e.g., 5
Exprimez-vous,
91 Exprimez-

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



vous #2, 156
Exprimez-vous
#1, 303
Exprimez-vous
#1, 354
Exprimez-vous;
pairs, e.g., 49
#H, 77 #A, 114
#E, 123 #B, 155
#B, 200 #B, 249
#E

TAE:

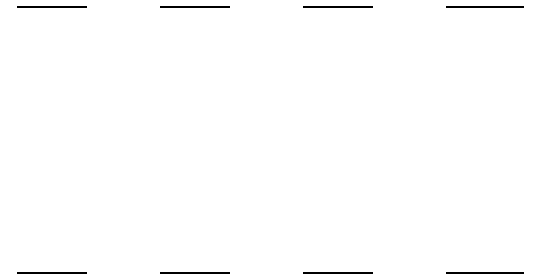
See
suggestions t/o
Teaching with
Trésors du
temps, T9–T16,
e.g., T11
Small-group or
whole class
discussion, T13
The Analyse et
opinion
questions;
Other e.g., 104
Extension (Ex.
F #2),
Teaching Tips:
e.g., 4C, 101,
130
Cooperative
Learning

TAE:

See
suggestions t/o
Teaching with
Trésors du
temps, T9–T16;
side margin
notes t/o, e.g.,

2.

provide classroom management suggestions.



101 Teaching
Tip, 129
Teaching Tip

TAE:
See
suggestions t/o
Teaching with
Trésors du
temps, T9–T16,
e.g., T10 The
Analyse et
opinion
questions, 91
Expansion note,
101 Teaching
Tip, 129
Teaching Tip,
130
Cooperative
Learning, 197
Additional
Practice

3.

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

F. Instructional Materials

**Student
Edition:** e.g.,
20–21 #D–H, 77
#A–B, 81 #J,
115 La
grammaire en
direct, 144 #A–
B, 146–147 #E–
I, 212–215 #A–
H, 282–283
#G–J

1.

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

No less than
four
comprehension
activities follow
each reading
selection and

2.

provide extensive and varied opportunities to practice skills.

range from fill-
ins to role-
play/pantomime
; practice
activities that
follow grammar
explanations
progress from
cloze to open-
ended
expression; no
less than eight
activities are
provided with
each grammar
section

Resources:

workbook
activities
provide
additional
readings with
comprehension
activities as well
as extensive
Application de
la grammaire
activities to
supplement
grammar
practice in SE.
Dictée
presented in
each chapter.

TAE:

suggestions
provide for
extensions
and/or
modifications to

activities and
grammar
explanations;
e.g., 11, 13, 17,
59, 65, 66, 104,
165, 285

**Student
Edition:**
Captivating
photos with
captions t/o
provide
supplementary
information
and/or
examples about
relevant topic,
e.g., 2, 15, 43,
91, 120, 133,
173, 239;
Quelques
termes utiles
boxes provide
students with
additional
vocabulary and
expressions
needed to
successfully
carry out
interactive,
open-ended
tasks, e.g., 5,
10, 36, 91;
Footnotes and
sidenotes t/o:
e.g., 14, 19, 34,
37, 72, 97, 100,
126, 139, 202,
248, 256

3.

provide intervention, practice, and enrichment materials.



TAE:

Vocabulary
Expansion t/o
provides
additional
vocabulary and
expressions for
successful
interactions in
open-ended
tasks, e.g., 5;

Extension and
other margin
notes t/o
provide
optional, varied,
or modified
opportunities for
practice, e.g.,
104

Did you know?
and other
margin notes t/o
provide
supplementary
information for
enrichment
related to the
topic at hand,
e.g., 3, 8, 10,
25, 58, 85, 88,
122, 152, 188,
228, 255, 347

Additional topics
for Exprimez-
vous: e.g., T22,
165



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Yes, t/o: e.g.,
25–29, 53–56,
82–83, 119–
122, 148–149,
151–154, 221–
226, 255–261,
264–265, 267–
268, 286–287,
319–324, 347–
352

4.

provide exemplars of critique and research-based writing.

Each chapter's
historical and
literary readings
and subsequent
comprehension
activities are
each designed
to span several
class periods.
Grammar focus
of each chapter
is found in
context in
chapter
readings, then
practiced
extensively in
varied grammar
activities, and
finally, applied
in open-ended
writing task.

5.

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

Student Edition:

activities t/o combine acquired skills and allow students to apply them in communicative contexts.

e.g., 81 La grammarie en direct, 101 Exprimez-vous #2, 149 #1, 216 #1, 219 #1, 263 Exprimez-vous, 287 #4, 315 La grammaire en direct, 317 #2, 4, 354 #D1

TAE:

e.g., 48 Note, 102 Pre-reading, 225 Art Connection, 233 Art Connection, 310 B, 311 C

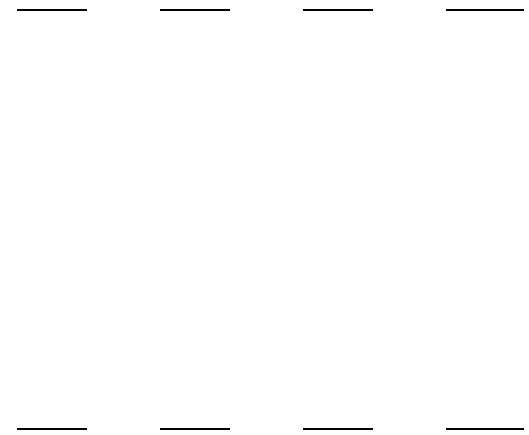
6.

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

7.

Much of the grammar presented in Trésors du temps is review of material previously studied. Trésors brings grammar and vocabulary together in a context rich in cultural,

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



historical, and authentic reading selections. Previously acquired skills are perfected and refined through the carefully constructed and integrated vocabulary, grammar, and reading comprehension activities, and writing practice, e.g., 315 La grammaire en direct

TAE: e.g., 28
Literature Connection, 48
Note, 56 Art & History Connection, 102
Pre-reading

G. Assessment

Student Edition:
Open-ended questioning t/o: e.g., 10 #C2, 48 #H, 101 #E4, 317 #1–4,
Open-ended writing activities t/o: La grammaire en

1.

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



direct, e.g., 21,
81,147, 314;
Performance-
based: e.g., 101
Exprimez-vous,
147 La
grammaire en
direct

TAE:

T19; Open-
ended
questioning t/o:
e.g., 92 Pre-
reading #1, 166
Pre-reading,
229 Pre-
reading, 300
Pre-reading;
Performance-
based: e.g., 101
Teaching Tip,
130
Cooperative
Learning, 193
Pre-reading

Multimedia:
Audio CDs
include activities
that assess
conversational
skills, questions
based on texts
from Un peu
d'histoire and
Vie et literature,
and dictées.

**Student
Edition:**
Every chapter

2. provide on-going progress monitoring.

_____	_____	_____	_____
_____	_____	_____	_____

contains three Self-Check for achievement and Practice for proficiency sections, e.g., 88, 89.

Resources:
Workbook

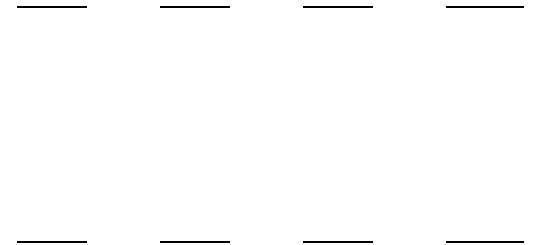
TAE:
T19

Resources:
Test Booklet with Answer Key; includes suggestions for use, diagnostic test for each chapter's grammar and a comprehensive chapter test. Audio CDs may be used for assessment of listening comprehension. ExamView[®] allows teacher control of tests and quizzes.

ExamView[®] can be used to create differentiated assessments. Composition component of

3.

provide rubric-based differentiated assessment.



each test can
be assessed
with rubric.

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.

A. Interpersonal

Student Edition:

10 C, 23, 65 E, 91 E, 101 E, 104 F, 124 D, 127 E, 156 E, 228 E, 231 E, 354 D

Discussion 253, 287

Exprimez-vous 5 #2, 165, 192, 198, 266, 299

Teacher Annotated Edition:

364

1.

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.

Student Edition:

104 F #2, 228 E #1, 354 D #2

Analyse et opinion 156

Discussion 253 #4

Exprimez-vous 36, 127, 133, 165, 192 #2, 198, 231, 364

2.

generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).

Student Edition:

36 E, 59 G #1, 91 E, 101 E, 104 F, 127 E, 136 E, 156 E, 168 E, 198 E

Discussion 23, 369

Exprimez-vous 31 #1-#2, 360

La grammaire en direct 49, 181

3.

ask and answer questions in open-ended and hypothetical settings.

Teacher Annotated

of original target language texts provide students with the opportunity to demonstrate comprehension with minimal prompts.

Student Edition:

32-36, 60-66, 92-101, 102-104, 125-127, 128-130, 131-133, 134-136, 158-168, 193-198, 296-299, 304-306, 328-331, 332-334, 356-357, 358-360, 361-164, 365-366

Student Edition:

5 F, 10 C, 31 E, 65 E, 104 F, 127 E, 136 E, 228 E, 270 E, 295 E, 354 D

Discussion 23, 51, 83, 117, 149, 253, 317

Teacher Annotated Edition:

65, 193

C. Presentational

The following page references provide students with the opportunity to review and refine both basic and advanced grammatical

prompts.

4.

view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.

1.

select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.



structures.
Subsequent
*Perfectionnez votre
grammaire*
sections promote
application of the
structural material.

Student Edition:

37-39, 67-80, 105-
115, 169-181, 202-
211

*La grammaire en
direct* 49, 80, 115,
181, 217, 251, 285,
315, 343

Student Edition:

354 D

Discussion 287 #4

Exprimez-vous 101
#2, 133, 192 #2,
198, 201, 228, 231,
270, 306, 331, 367

*La grammaire en
direct* 21, 217

Teacher

**Annotated
Edition:**

66 #2, 165, 232,
234, 328

Student Edition:

104 E, 123 C, 127
D, 130 D, 156 D,
164 D, 191 D, 200
D, 230 D, 262 D,
295 D, 306 D, 326
D, 324 C, 353 C,
360 C

*La grammaire en
direct* 315

2.

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).

3.

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

Teacher
Annotated
Edition:
63, 65, 66

_____	_____	_____	_____
_____	_____	_____	_____

(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

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 activities listed below highlight beliefs and attitudes at various points in the target culture's history. Instructors may direct students to analyze these historical perspectives and relate them to contemporary cultures in the global community.

1.

Student Edition:
59 G, 168 E, 192 E, 228 E, 231 E, 295 E, 331 D, 347-

explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.

_____	_____	_____	_____
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352, 354 D #3, 360
D, 367

Discussion 51

Exprimez-vous 31
#3, 198, 263

**Teacher
Annotated
Edition:**
10, 293

Students may examine the page references below to form conclusions regarding the origins of historical generalizations about the target culture. These conclusions then may be analyzed for relevance in the contemporary target culture.

2.

Student Edition:

10 C, 91 E, 151-154, 168 E, 185-189, 198 E, 228 E #2, 255-261, 289-294, 295 E, 319-324, 347-352

Discussion 369

**Teacher
Annotated
Edition:**
25, 27, 59

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

Students may gain insight into historical behaviors

3.

incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).

of the target culture
by examining the
page references
listed below.

Student Edition:

137 E #3, 168 E,
355-356, 367D

Exprimez-vous:
165, 198, 354

**Teacher
Annotated
Edition:**

159, 165, 188

Contemporary
social behaviors
are covered more
fully in Glencoe's
French 1 *Bon
voyage!* © 2008,
French 2 *Bon
voyage!* © 2008,
and French 3 *Bon
voyage!* © 2008.

Student Edition:

29 (La fleur de
lis...), 50-51, 82-
83, 148-149, 271
(insert), 316-317,
344-345, 347
(insert), 368-369

Photo 27, 41-43,
87, 266, 279, 295,
297, 326,
340-342, 351
(bottom)-354

**Teacher
Annotated
Edition:**

3

4.

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

Student Edition:

10 C, 59 G #1-#2,
91 E #1-#2, 133 E,
156 E,
192 E, 198 E, 228
E, 263 E, 295 E,
354 D, 360 D, 367
D

Exprimez-vous 165

**Teacher
Annotated
Edition:**
158

5.

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).

Student Edition:

54, 89, 122, 125,
151-154, 158, 182-
183, 187-189, 193,
199, 221-226, 289-
293, 296, 319-324,
327, 344-345, 348,
358, 368-369

**Teacher
Annotated
Edition:**
326

6.

define the impact of historical and contemporary figures of the target culture(s).

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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).

Student Edition:

5 F #2, 10 C, 59 G,
65 E, 124 D, 133
E, 156 E #2, 228 E
#1, 347-352, 354
D, 360 D, 152
(L'Académie
française)

Discussion 51, 287
#4

Exprimez-vous 91,
165, 198, 263, 266,
287 #4

**Teacher
Annotated
Edition:**

104

The instructor can
guide student
analysis and
reflection of
material using the
page references
listed below.

Student Edition:

6-9, 50-51, 102,
131-132, 158-163,
196-198,
328-330, 356-357,
358-359, 361-363,
365-366

**Teacher
Annotated
Edition:**

63

Student Edition:

11-21, 37-49, 67-
81, 105-115, 137-

1.

formulate personal perspectives on the cross-cultural
relevance of important issues (e.g., world-wide social issues,
environmental, current events).

2.

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).

3.

use previously learned patterns to make predictions and
inferences about new situations (e.g., suffixes, prefixes, word

147,
157-158, 169-181,
202-217, 237-251,
271-285,
298 (La poésie),
307-315, 333 (La
Poésie),
335-343

Teacher
Annotated
Edition:

58

stems, verb forms).

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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.

Critical written symbols of the target culture are found highlighted in the page references listed below.

Student Edition:

39 #4, 142 A, 213 D, 305 B, 313-315, 372 A

Target culture punctuation is also highlighted throughout each chapter. See the following page references.

358-359, 361-363, 365-366

Pronunciation is covered more fully in Glencoe's French 1 *Bon voyage!* © 2008 and French 2 *Bon*

1.

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"). _____

The following structural materials give students opportunities to review linguistic patterns that can be incorporated into successful, personal communication.

2.

Student Edition:

19, 20 E, 48 E, 49 H, 77-79, 114 E-F, 115 I-J, 144-147, 178-181, 212-217, 248-251, 279-285, 312-315, 340-343

apply knowledge of linguistic patterns to circumlocute in order to communicate effectively.

The following page references enable students to review and practice expressions of mood, doubt, and varying degrees of formality, which may then be employed in a variety of settings.

3.

Student Edition:

14 B #1, 43 B (Remarquez), 47 #2.8, 73-74, 172 #6.4, 169-181, 214 F, 237 A, 245, 276 #9.7, 309 #10.2, 336 B

judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.

Student Edition:

14 B #2, 44 A-45 B

4.

analyze similarities and differences in patterns of sentence

and C, 46 #2.8, 68
#2, 71 #4-72 B,
108 #2
(Remarquez), 112
B, 139 C, 173 #3-
177, 202-210 D,
237-241, 242-245,
271, 274 A-275 B

The instructor may
use the following
page references to
help students
describe or predict
future exchanges
and examine
factors that would
enable these
exchanges.

Student Edition:

5.

260 (L'Étre
Suprême), 323
(L'architecture)-
324, 328-330, 347-
352, 368-369

**Teacher
Annotated
Edition:**

326

structure (e.g., verb tense, voice and mood) in English and the
target language to anticipate and/or correct communication
errors.

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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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 instructor may adapt the following activities and page references to encourage or facilitate student contact with target culture individuals and organizations.

Student Edition:
328-330, 352, 365
(UNESCO)

Information found in the following page references may be used by students to pursue fine art and featured institutions.

Student Edition:
Plaisir Des Yeux
22-23, 82-83, 116-117, 148-149, 218-219, 252-253, 316-317, 344-345

1.

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).

2.

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).

The following activities can be adapted for student presentation within and beyond the school setting.

Student Edition:

134, 200 B, 304-305, 332

Exprimez-vous 36 #2, 101, 104, 136, 306, 334, 357

Teacher Annotated Edition:

101

3.

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.
