

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe McGraw-Hill
SUBJECT:	Latin Level 1
COURSE:	High School
TITLE:	<i>Latin for Americans, Level 1</i>
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GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

FOREIGN LANGUAGE—LEVEL I

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u>X</u> _____	_____	_____	I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
<u>X</u> _____	_____	_____	II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

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

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

A. Learning Skills

Student Edition:

Thinking and Problem-Solving:

Questions: 39, 77, 117, 152, 197, 238, 271, 306, 338, 373, 411, 453, 483

Information and Communication:

Exercises: 74 #C, 75 #D, 139 #C, 214 #C, 229 #C, 256 #C, 283 #C, 327 #C, 365 #C, 396 #C, 435 #C

Interpersonal:

Exercises: 74 #C, 75 #D, 176 #C, 183 #C, 214 #C, 256 #C, 327 #C, 365 #C, 435 #C

Teacher Edition:

Thinking and Problem-Solving:

Activities: 116, 197 (2), 270, 305, 410; Critical Thinking: 39 (top), 39 (bottom), 77, 117, 151, 197, 271, 306, 338, 373, 411; Project: 410; Questions: 306; Reading Activity: 76

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

Information and
Communication:
Activities: 197 (1), 373,
410; Projects: 150;
Reading Activity, 135;
Suggestion: 211

Interpersonal:
Activities: 197 (1);
Projects: 150, 196, 304,
336, 372; Reading
Activity, 135

Teacher Manual:

Added Thought
Questions: 19, 23, 29,
32, 35, 38, 40, 41, 42,
44, , 45, 47, 48, 51, 52,
54, 57, 59, 61, 62, 63,
67, 70, 73, 77, 79, 81,
83, 84, 88, 90, 91, 93,
98, 100, 102, 112, 114,
115, 117, 120, 124, 128,
Critical Thinking: 7;
Critical Thought
Questions, 34; Glimpses
of Roman Life: 26

B. 21st Century Tools

Teacher Edition:
Problem-Solving,
Communication,
Information Processing,
and Research Tools can
be used in conjunction
with Glimpses of Roman
Life activities and
projects; teachers can
customize projects to
available resources, e.g.,
see page 39:
Spreadsheets can be

- 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)

used to resolve Critical Thinking questions at top and bottom; design and presentation tools can be used for Projects; Internet research tools can be used for the Activities.

Teacher Manual:

Internet research topics provided, e.g., 25, 121

Resources:

Web site: online book, e-quizzes, e-games, e-postcards, and WebExplore links to classical research resources

Lexile measures not provided for foreign language products. All lessons build on previously learned vocabulary and grammar skills.

C.

Lexile Framework

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

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

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

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

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

A. Multimedia

Online book and activities, Interactive Student Edition CD, Audio Program, Vocabulary PuzzleMaker, Transparencies, <i>ExamView</i> [®] Assessment Suite, Transparencies	1. offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.	_____ _____ _____ _____
Web site is provided with links to relevant sites, activities, and resources. Lesson plans are not provided (Pacing Guidelines provided in	2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.	_____ _____ _____ _____

Teacher Manual,
xii).

Teacher Edition:

Note: 130
Also see 21st
Century Tools
above.

Teacher Manual:

Audio: xiii, xvii
#10, xxvi, 138
Internet: 25, 30,
35, 55, 74, 121,
124, 133
Puzzlemaker: xv
Transparencies:
15, 31, 62, 138

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:

Grammar
elements
presented in
graphic
organizers t/o,
e.g., 48, 105,
171, 219, 281,
358

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

Developing
"Word Sense":
e.g., 144, 330

Word Study; 309
#1

Teacher Edition:
Activities: 39;
Project(s):19, 39;
Note: 38

Teacher Manual:
What Method to
Use, ix –xii;
Conducting the
Class in Latin,
135-137

Student Edition:
Study
Techniques:
Reading and
Understanding
Latin, 16
Translating Latin:
30-31
Hints for
Understanding
Latin: 180
How to Study a
Latin Paragraph:
233

2.

promote writing skills and study techniques .

Writing Skills:
Exercises t/o
promote
sentence and
paragraph Latin
composition, e.g.,
92, 214, 385;
Alphabet: 5-8;
Sentences:

Subject and
Predicate: 18;
Word Order in
Latin and
English: 23;
Sentence
Analysis: 91;
Developing
"Word Sense":
233

Essay Question,
421 #10

Teacher Edition:
Study
Techniques:
Presentation: 15

Writing Skills:
Activities: 150
(3), 197, 373, 410

Teacher Edition:
Suggestion: 132
Note: 300

3.

Teacher Manual:
Gettting Off to a
Good Start, xii-
xiii;
Pronunciation,
xiii-xiv; Word
Study and
Derivatives, xv;
Student's
Vocabulary and
Derivative
Notebook, xv-xvi;
Forms, xvi-vxiii;
Syntax, xviii-xix;
Translating Latin
into English, xix-
xx; Translating
English into Latin,

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

xxi; Introducing
Latin to Your
Students, xxiv-
xxvi
Suggestions for
Teaching the
Lessons, 1-134:

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C. Critical Thinking

Student Edition:

Certain Latin reading comprehension questions promote higher order thinking, e.g.: 113 #12, 232 #7, 285 #6, 329 #9, 353 #8, 399 #10, 421 #10, 463 #10, 479 #8

1.

Glimpses of Roman Life Questions: 39, 77, 117, 152, 238, 271, 306, 338, 373, 411, 453

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

Teacher Edition:

Additional Question: 127

Teacher Manual:

Thought Questions, xx-xxi; Added Thought Questions: 19, 23, 29, 32, 35, 38, 40, 41, 42, 44, , 45, 47, 48, 51, 52, 54, 57, 59, 61, 62, 63, 67, 70, 73, 77, 79,

81, 83, 84, 88, 90,
91, 93, 98, 100,
102, 112, 114,
115, 117, 120,
124, 128,
Critical Thinking:
7
Critical Thought
Questions, 34
Glimpses of
Roman Life: 26

Student Edition:
Information and
Communication:
Exercises: 74 #C,
75 #D, 139 #C,
176 #C, 183 #C,
214 #C, 229 #C,
256 #C, 283 #C,
327 #C, 365 #C,
396 #C, 435 #C;
Unit Practice: 155
#E

Teacher Edition:
Activities, 39,
Note: 27;
Projects, 39, 77,
304; 116, 305;
Post-reading
Activities: 77;
Reading Activity:
135; Suggestion:
95, 278

Teacher Manual:
Did You Know?,
74, 81, 92,
Glimpses of
Roman Life: 55,
84, 95, 106,
Projects: 7, 139-
140; Teaching

2.

promote student-generated responses.



Suggestions: 5
#26, 14 #70, 124
#462

D. Life Skills

Student Edition:
Developing “Word
Sense”: 233
Questions: 60 #9
Words Often
Confused: 466;
Word Study, 273

Teacher Edition:
Careers:
Activity: 197, 483;
Project: 411
Attire: Critical
Thinking, 197

Health: Critical
Thinking, 338

Reference and
Research:
Activity: 197;
Activities: 305,
411; Post-
Reading
Activities, 77;
Projects: 304;
Suggestion: 225,
362, 367

Teacher Manual:
Sizing Up Your
Situation, vii-viii;
Reading for
Meaning, xix
Glimpses: 106

Student Edition:
Literacy:
Alphabet, 5-8;
Exercises: 283

1.

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

2.

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



#C, 396 #C
From Latin to
English: 43, 81,
123, 157, 203,
243, 275, 343,
377, 417, 459,
487
Word Study: 41,
201, 241, 273,
309, 341, 375,
415, 457, 485

Teacher Edition:
Project: 410

Teacher Manual:
Sizing Up Your
Situation, vii-viii;
Using judgment,
viii

E. Classroom Management

Student Edition:
Independent:
139 #C, 229 #C,
283 #C, 396 #C

Pair/Group: 74
#C, 75 #D, 176
#C, 183 #C,
198, 214 # C,
256 #C, 327 #C,
365 #C, 435 #C

Teacher Edition:
Activities: 373
Post-Reading
Activity: 367
Project(s): 150,
196, 304, 336,
372, 410;
Suggestion: 362;
Warm-Up Activity:

1.

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



78: Whole-Class
Activities: 79

Teacher Manual:
Oral Work in the
Lessons, 137;
Classroom Aids
and Activities,
137-140; Did You
Know?, 81

**Audio
Program:**
Independent
practice

Teacher Edition:
Bellringer Review:
53, 153, 325, 407
Warm-Up Activity,
78
Note: 105, 208

2.

provide classroom management suggestions.

Teacher Manual:
The Daily Review,
xxi; Assigning the
Next Day's
Lesson, xxi-xxii

Teacher Edition:
Suggested
projects and
activities that
would appeal to
students of
varying abilities,
learning styles, or
multiple
intelligences: 39,
77, 116, 150, 197,
270, 304, 305,
336, 372, 373,
410, 411

3.

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

Teacher Manual:

Using Judgment,
viii; Keeping the
Superior Pupil
Interested, xxii;
Classroom Aids
and Activities,
137-140

F. Instructional Materials

Student Edition:
Conversation:
132, 208;
Exercises: 87 #C,
103 #C, 107 #C

1.

Teacher Edition:
Note: 34 #2,
Presentation: 29,
394; Suggestion:
32, 299, 399, 401,
428, 429

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

Teacher Manual:
Vocabulary, xiv-xv

Student Edition:
70 lessons each
include:
Latin reading with
comprehension
questions, e.g.,
393-394; Oral
Practice, e.g.,
395; Exercises
that include
translation and
can also include
additional varied
presentation
activities, e.g.,
396; and Word
Study that
frequently
includes

2.

provide extensive and varied opportunities to practice skills.

derivatives
activities, e.g.,
133, 235, 269,
385.

Teacher Edition:

Oral Work in the
Lessons, 137;
Classroom Aids
and Activities,
137-140

Other

Resources:

Extensive and
varied exercises
are provided in
the Audio
Program and
Workbook.

Student Edition:

Practice: Each
lesson includes
reading practice,
reading
comprehension
questions, oral
practice, and
translation
practice.

Enrichment:
Glimpses of
Roman Life
provide cultural
enrichment
material, e.g., 76-
77, 116-117, 196-
197, 410-411
Images and
captions t/o
provide another
source of

3.

provide intervention, practice, and enrichment materials.



enrichment, e.g.,
114, 257, 304,
305. Readings
based on Ovid,
Vergil, Hesiod,
etc., provide
another source of
enrichment, e.g.,
420.

Teacher Edition:
Practice: e.g.,
Note, 105

Enrichment: 51,
58

Teacher Manual:
Intervention: xvii
#11; Testing, xxii-
xxiii; Unit I
Assessment, 8

Enrichment:
Classroom Aids
and Activities,
137-140

Other

Resources:

Workbook, 1-243

Audio Program:

Students can
perform self-
checks.

ExamView
quizzes.

Transparencies.

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Student Edition:
Latin writing exemplars: 437, 442, 448-449, 462, 468-469, 473-474 and 478, based on Plutarch, Cicero, and Aulus Gellius, are exemplars of history writing in Latin.

4.

provide exemplars of critique and research-based writing.

Teacher Manual:
Suggestions are made to research research-based writing exemplars, e.g., 106 #410-411, 121 #452-453, 133 #483

Student Edition:
Skill and strategy instruction is carried across several instructional sessions. Introduction of Grammar lesson is immediately reinforced in subsequent exercises; these skills and strategies are then reinforced in subsequent

5.

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

readings, e.g.,
see introduction
of future and
perfect of sum on
126-127; then see
reading on 130;
see relative
pronouns and
clauses 251-255;
then see reading
on 262.

Unit Review
activities utilize
skills and
strategies learned
in previous Unit
Lessons.
Strategies
presented in the
unit are
summarized for
reteaching here.

Teacher Edition:
t/o, e.g.:
Suggestion, 101;
Note: 166

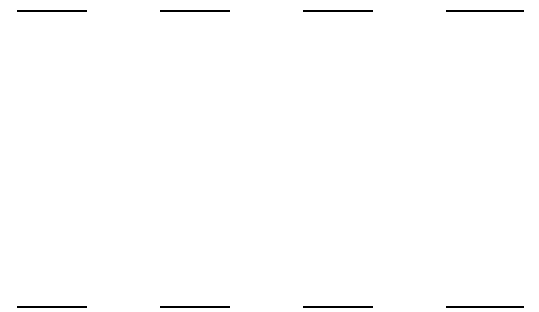
Teacher Manual:
118 #444-445

Student Edition:
See, e.g.,
Grammar text on
85, 96, 147, 162,
167, 282, 286,
390, 428, 470.

Also see, e.g.,
Ablative Absolute,
299-301, 322 B

6.

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



#4, and 351 B #4.

Readings and Exercises t/o are based on previously taught skills and strategies, e.g.,

Teacher Edition:
Bellringer Review:
53

Audio Program:
Each exercise in a topical drill includes new and previously learned material.

Student Edition:
Book is structured to accomplish cumulative acquisition of multiple strategies that are integrated throughout course of study.

Grammar strategies are built lesson by lesson to end of unit. Grammar presentations are summarized in the Unit Review for reteaching.
Unit Review: 40-41, 78-79, 118-121, 153-155, 199-201, 239-241, 272-273, 307-309, 339-

7.

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

341, 374-375,
412-415, 454-
457, 484-485

Also see
Grammar
introduced in any
Unit and then
subsequent Unit
readings and
exercises.

Teacher Edition:
Bellringer Review:
153; Note: 187

G. Assessment

Student Edition:
Exercises: 74 #C,
75 #D, 139 #C,
176 #C, 183 #C,
214 #C, 229 #C,
256 #C, 283 #C,
327 #C, 365 #C,
396 #C, 435 #C;
Put Yourself in a
Roman's Shoes:
198; Unit
Practice: 155 #E

Teacher Edition:
Glimpses
activities and
projects, e.g., 39,
77, 116, 150, 197,
270, 304, 305,
336, 372, 373,
410, 411 and
Critical Thinking
questions: e.g.,
39 (top), 39
(bottom), 77, 117,

1.

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

151, 197, 271,
306, 338, 373,
411

Teacher Manual:
Testing, xxii-xxiii

Audio Program:
Exercises

Student Edition:
Unit Assessment:
42-43, 80-81,
122-123, 156-
157, 202-203,
242-243, 274-
275, 310-311,
342-343, 376-
377, 416-417,
458-459, 486-487

2.

Teacher Edition:
Suggestion: 139

provide on-going progress monitoring.

Teacher Manual:
Testing, xxii-xxiii

**Other
Resources:**
Tests, 1-124
ExamView
quizzes

Teacher Manual:
xxiii

3.

**Other
Resources:**
ExamViewTM
Assessment Suite
provides
customizable
quizzes

provide rubric-based differentiated assessment.

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

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

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

Communication and **Culture** are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. The goal is for all students to learn how, when, and why to say what to whom.

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I. COMMUNICATION

Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:

- **Interpersonal**-interacting with others to provide and obtain information;
- **Interpretive**-understanding and interpreting what one reads, hears or views (not translation);
- **Presentational**-delivering information in spoken and written forms, tailoring it to the intended audience.

Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.

INTERPERSONAL A. LISTENING, SPEAKING, READING AND WRITING

Student Edition:

26, 247, 266

Glimpses of Roman Life 151

Teacher Annotated Edition:

26, 217

1.

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

Student Edition:

26, 33 #6-#9, 46-47,

52, 87C, 112-113,

139, 179, 247, 262,

377 #17, 392C

Did You Know? 177

Glimpses of Roman Life 196-197,

410-411

Teacher Annotated Edition:

336, 411

2.

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

Student Edition:

107C, 131-133,

183C, 208-209, 247

Teacher Annotated Edition:

95, 208

3.

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

INTERPRETIVE B. LISTENING AND READING

Student Edition:

26, 70, 74C, 132,

208, 229C, 247

Teacher Annotated Edition:

1.

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

Student Edition:
139C, 229C, 256C,
283C, 327C, 435C
**Teacher Annotated
Edition:**
41

2.

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

PRESENTATIONAL

C. SPEAKING AND WRITING

Student Edition:
9-11, 30-31, 120,
139C, 488-489, 493
*Glimpses of Roman
Life* 198
Word Study 103
**Teacher Annotated
Edition:**
15, 79, 105, 118,
127, 142, 153, 228
Latin Resources T12

1.

imitate comprehensible intonation and pronunciation.

Student Edition:
11, 26, 155E, 175,
266 #5, 291B, 373
Did You Know? 177
*Glimpses of Roman
Life* 151
Latin Songs 519-521
Word Study 51, 265
**Teacher Annotated
Edition:**
151

2.

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

Student Edition:
87C, 113 #12, 176C,
214C, 283C
Word Study 51
Teacher Annotated

3

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



Edition:

51, 95, 150, 197,
336, 373

Student Edition:

104-105, 112-113,
126-127, 130-131,
176C, 203 #17,
211-212, 225-226,
256C, 278-279,
420-421, 435C

4.

Teacher Annotated**Edition:**

39, 211, 225

state the main ideas 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.

Student Edition:

Culture 123, 203,
275, 377

Did You Know?
141, 195, 230, 322,
435, 467

*Glimpses of
Roman Life* 116-
117, 150-152,
196-197, 270-271,
372-373

**Teacher
Annotated
Edition:**

A 197, 270; CT
117, 271, 373; P
372

Student Edition:

Did You Know?
103, 195, 368, 392,
403, 408, 467

*Glimpses of
Roman Life* 38-39,
116-117, 150-152,
196-197, 270-271,

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

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

A 305; CT 306; P
304

Student Edition:

5-8, 51

Did You Know?

255, 295, 302, 317

Glimpses of

Roman Life 38-39,
150-152, 336-338

Photo with

Descriptions 1,

114, 281, 325, 445,
463, 482, 483

6.

identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).

Student Edition:

5-8

Did You Know?

282, 322, 383, 396

Glimpses of

Roman Life 38-39,
236-237, 304-305,
410-411

Photo with

Descriptions 1, 13,

31, 34, 43, 51, 70,
112, 126, 197, 257,
423

7.

give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).

Student Edition:

Photo with

Descriptions 2, 89,
105, 126, 143, 178,
186, 207, 234, 281,
348, 384

8.

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

Teacher

Annotated

Edition:

P 372

(Vendor/Publisher)

(IMR Committee) Responses

SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT											
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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:

5-8

Did You Know? 57, 172, 214, 230, 282, 383, 396, 435

Glimpses of Roman Life 196-197, 270-271

Photo with Descriptions 246, 271

Word Study 25

Teacher Annotated Edition:

A 270, 483

1.

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

Student Edition:

Did You Know? 31, 60, 86, 98, 164, 195, 261, 322, 403, 435, 441

Photo with Descriptions 31

2.

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

**Teacher
Annotated
Edition:**

A 185, 305; S 173

Student Edition:

Did You Know?
282

*Glimpses of
Roman Life* 76-77,
150-152, 236-237,
270-271, 304-306,
372-373, 482-483

*Our Roman
Heritage* XVI-8

*Photo with
Descriptions* 51,
112, 126, 160, 178,
225, 252, 263, 288,
328, 423

**Teacher
Annotated
Edition:**

N 130, 161

Student Edition:

5-8, 11

Did You Know?
177

Nota Bene 60

*Photos with
Descriptions* 126,
483

Vocabulary 15

Word Study 19, 32,
36, 51, 75, 88, 133,
149, 261, 273, 472

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



Teacher
Annotated
Edition:
N 11, 29

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

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:

9-11, 16, 23, 30,
139(C), 175, 233,
488-489

Word Study 51, 93,
129, 139, 145, 168,
265, 291, 318, 331

**Teacher
Annotated
Edition:**

E 51; OP 175

1.

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

Student Edition:

9-11, 30

Grammar 16-18,
21-23

Nota Bene 47

Word Study 75,
103, 139, 177, 190,
296, 322, 366, 425

**Teacher
Annotated
Edition:**

N 75

2.

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

<hr/> <p>Student Edition: 11, 514-516 <i>Grammar</i> 175 <i>Unit Review</i> 155E <i>Word Study</i> 51, 195, 201, 235, 265, 283, 331, 335, 355, 361, 366, 436, 441</p>	3.	recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).	_____	_____	_____	_____
<p>Student Edition: <i>Grammar</i> 21-23, 28, 35, 73, 90, 147-148, 207, 218, 422 <i>Nota Bene</i> 19, 31 <i>Word Study</i> 172</p>	4.	identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.	_____	_____	_____	_____
<p>Student Edition: 5-8, 519-521 <i>Did You Know?</i> 86, 103, 133, 164, 172, 195, 230 <i>Glimpses of Roman Life</i> 150-152, 270-271, 304-306</p> <p>Teacher Annotated Edition: A 305, 483; CT 39, 151, 271, 306</p>	5.	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.	_____	_____	_____	_____

(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.

Student Edition:

5-8, 519-521

Did You Know?

57, 103, 133, 172,
230, 268, 295, 322

Glimpses of

Roman Life 270-
271, 304-306

Word Study 25,
361

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Annotated

Edition:

A 197, 305, 410,
483; CT 151, 197,
306, 338; P 77,
411

Student Edition:

Did You Know?

57, 103, 322, 435

Glimpses of

Roman Life 270-
271, 304-306

Our Roman

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

Heritage XVI-8

*Photos with
Descriptions 88,
230, 258, 423*

**Teacher
Annotated
Edition:**

A 197, 305, 483;
CT 271, 306, 373,
411; P 411

Student Edition:

*Glimpses of
Roman Life 410-
411, 482-483*

*Photos with
Descriptions 57
Word Study 25*

**Teacher
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Edition:**

A 197, 483; CT
306; P 411

3.

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