

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Latin Level 3
<b>COURSE:</b>	High School
<b>TITLE:</b>	<i>Latin for Americans, Level 3</i>
<b>COPYRIGHT DATE:</b>	© 2007
<b>SE ISBN:</b>	978-0-07-874255-2
<b>TE ISBN:</b>	978-0-07-874256-9

### 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> _____	_____	_____	<b>I. INTER-ETHNIC</b>  The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
<u>X</u> _____	_____	_____	<b>II. EQUAL OPPORTUNITY</b>  The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

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

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

**A. Learning Skills**

**Student Edition:**

Thinking and Problem-Solving:

Enrichment: 196, 213, 248

Information and Communication:

Enrichment: 7, 41, 66, 196, 213, 242, 248

Translation: 4, 6, 11, 13,

16, 18, 25, 39, 40, 42,

45, 47, 50, 53, 54, 69,

73, 75, 76, 78, 80, 83,

84, 87, 90, 97, 98, 100,

103, 104, 105, 106, 109,

110, 111, 113, 114, 115,

116, 118, 120, 121, 122,

123, 125, 131, 132, 133,

136, 137, 138, 139, 141,

142,143

Interpersonal and Self-

Directional:

Enrichment: 7, 41, 66,

196, 213, 242, 248

**Teacher Edition:**

Thinking and Problem-Solving, e.g.:

Additional Questions: 10

Suggestion(s): 2 #1, 38,

55, 226

Note(s): 38 bottom, 52,

129, 207, 215 middle,

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

\_\_\_\_\_

222 #2, 224 #1, 227  
bottom, 239 #1, 242  
bottom, 258 #2

Information and  
Communication, e.g.:  
Note(s): 33, 51, 52, 91,  
215, 224, 242 bottom  
Suggestion(s): 226

Interpersonal:  
Note(s): 33 #3, 55, 91, 95  
#2, 133, 199, 227 #1  
Suggestion(s): 42, 55

---

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

**Student Edition:**  
Enrichment: 7, 41

**Teacher Edition:**  
Problem-Solving,  
Communication,  
Information Processing,  
and Research Tools can  
be used in conjunction  
with activities, projects,  
and suggested research  
topics on, e.g., 38, 167,  
239; teachers can  
customize projects to  
available resources.

In addition, see Internet  
research topics and  
projects, e.g.:  
Suggestion(s): 2 #1, 17,  
22  
Note(s): 14 bottom, 26  
top, 52, 129, 215 middle,  
224, 231 #1, 242 bottom,  
258 #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 tools)
-

**Resources:**

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

---

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 III**

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

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

**A. Multimedia**

<p>Online book and activities, Interactive Student Edition CD, Audio Program, Vocabulary PuzzleMaker, Transparencies, <i>ExamView® Assessment Suite</i></p>	<p>1. offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.</p>					
<p>Web site is provided with links to relevant sites, activities, and resources. Lesson plans are not provided (Suggestions for Teaching the Units provided in Teacher Manual, TM-4-TM5).</p>	<p>2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.</p>					

**Student**

**Edition:**

Enrichment:

7, 41

**Teacher**

**Edition:**

Internet research  
topics and

projects, e.g.:

Suggestion(s): 2,  
17, 22

Note(s): 14

bottom, 26 top,

52, 129, 215,

224, 231 #1, 242

bottom, 258 #2

**Teacher**

**Manual:**

Forms, Teaching

Aids, and

Standardized

Tests: TM-7

**Audio Program:**

Drills are

designed to

follow or

accompany

particular

lessons in the

text.

Audio Script:

When to Use the

Literature

Readings, vii-viii

3. integrate technology into the curriculum.

**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.

**Teacher**

**Edition:**

Illustrations, 169

**Teacher**

**Manual:**

\_\_\_\_\_

\_\_\_\_\_

Teaching the  
Basic Language  
Skills, TM-5  
Also,  
instructional  
strategies  
addressed in  
Level 1 Manual:  
What Method to  
Use, ix –xii;  
Conducting the  
Class in Latin,  
135-137

---

**Student  
Edition:**

Writing Skills;  
Enrichment : 41  
196, 248

Translations: 4,  
6, 11, 13, 16, 18,  
25, 39, 40, 42,  
45, 47, 50, 53,  
54, 69, 73, 75,  
76, 78, 80, 83,  
84, 87, 90, 97,  
98, 100, 103,  
104, 105, 106,  
109, 110, 111,  
113, 114, 115,  
116, 118, 120,  
121, 122, 123,  
125, 131, 132,  
133, 136, 137,  
138, 139, 141,  
142,143

Literary Style:  
66, 69, 72, 73,  
74-75, 76, 78,  
80, 82, 84, 85,  
87, 91, 94, 102

**Teacher  
Edition:**

---

2.

promote writing skills and study techniques .

Study  
Techniques:  
Notes at bottom  
of 249, e.g.

Writing Skills:  
Note(s), e.g.:  
33, 160 #2, 33

---

**Teacher**

**Edition:**

Note(s), e.g.: 14  
#2, 18, 20, 21  
#1, 22 #2, 25,  
27, 28 #3, 31, 33  
#2, 34 #2, 39 #2,  
41, 42 #2, 45 #2,  
66

Suggestion(s),  
e.g.:  
3 #1, 3 #2, 24,  
27, 47

---

3.

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

\_\_\_\_\_

\_\_\_\_\_

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

**C. Critical Thinking**

**Student Edition:**  
Certain Latin reading comprehension questions promote higher order thinking, e.g.: 12 #1.

1.

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

**Teacher Edition:**  
Additional Questions, e.g.: 10

**Student Edition:**  
Enrichment: 7, 41, 66, 196, 213, 248

2.

**Teacher Edition:**  
Suggested projects, activities, and study/research topics promote student-generated responses: Suggestion(s), e.g.: 2 #1, 38, 55, 226  
Note(s): 38

promote student-generated responses.

bottom, 52, 129,  
207, 215 middle,  
222 #2, 224 #1,  
227 bottom, 239  
#1, 242 bottom,  
258 #2

---

**D. Life Skills**

**Student  
Edition:**

Careers:  
Enrichment: 7,  
41, 242  
Reference and  
Research:  
Enrichment: 7,  
41

**Teacher  
Edition:**

Careers:  
Note(s): 199  
Reference and  
Research:  
Suggestion(s): 2,  
17, 22  
Note(s): 14  
bottom, 26 top,  
52, 129, 215,  
224, 231 #1, 242  
bottom, 258 #2

**Teacher  
Manual:**

Reference Tools:  
Teaching  
Resource  
Materials, TM-6

1.

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

2.

**Student  
Edition:**

Literacy:  
Word Study t/o,  
e.g.: 41, 131,  
158

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

Interpersonal  
Comm.:  
Enrichment:  
7, 242  
Self-Directional:  
41, 213

**Teacher**

**Edition:**

Interpersonal  
Comm.:  
Note(s): 33 #3,  
55, 91, 95 #2,  
133, 199, 227  
#1, 259  
Suggestion(s):  
42, 55

---

**E. Classroom Management**

**Student**

**Edition:**

Independent:  
Enrichment: 7,  
41, 66, 196, 213,  
242, 248  
Pair/Group:  
Enrichment: 41,  
196, 213, 248

1.

**Teacher**

**Edition:**

Independent:  
Note: 198  
Pair/Group:  
Note(s): 33 #3,  
55, 91, 95 #2,  
133, 199, 227 #1  
Suggestion(s):  
42, 55

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

**Audio Program:**

Independent  
practice

---

**Workbook:**  
Independent  
self-checks

---

**Teacher  
Manual:**  
Forms, Teaching  
Aids, and  
Standardized  
Tests, TM-7

---

2.

provide classroom management suggestions.

**Student  
Edition:**  
Enrichment: 7,  
41, 66, 196, 213,  
242, 248

3.

**Teacher  
Edition:**  
Suggested  
projects,  
activities, and  
study/research  
topics that  
would appeal to  
students of  
varying abilities,  
learning styles,  
or multiple  
intelligences:  
Suggestion(s),  
e.g.: 2 #1, 38,  
55, 226  
Note(s): 38  
bottom, 52, 129,  
207, 215 middle,  
222 #2, 224 #1,  
227 bottom, 239  
#1, 242 bottom,  
258 #2

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

**Teacher  
Manual:**  
Extension and  
Enrichment, TM-

---

**Audio Program:**

Audio Script:  
When to Use the  
Literature  
Readings, vii-viii

---

**F. Instructional Materials**

**Student  
Edition:**

Model sentences  
and English  
translations for  
various types of  
constructions are  
shown in graphic  
organizers, e.g.,  
42

1.

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

**Teacher**

**Edition:**  
Notes and  
Suggestions t/o,  
e.g.: 50, 70, 77,  
85, 111, 139,  
171, 187

---

**Student  
Edition:**

Units I-IV include  
Latin readings  
with  
comprehension  
questions and  
translation  
exercises. Units  
V-X offer literary  
readings as an  
opportunity to  
practice all  
previously  
learned skills.

2.

provide extensive and varied opportunities to practice skills.

**Teacher  
Edition:**

---

Suggestion(s)  
e.g.: 3 bottom

**Other**

**Resources:**

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

---

**Student**

**Edition:**

Practice:  
Most Lessons in Units I-IV include reading practice, reading comprehension questions, and translation practice.  
Units V-X focus on reading ability.  
Verba Utilia is a new feature in Level 3.

Enrichment:  
7, 41, 66, 196, 213, 242, 248

Images and captions t/o provide another source of enrichment, e.g.,  
Two special visual sections are in the text:  
(1) Forum Romanum—  
Arch of Titus to Capitoline Hill;

3.

provide intervention, practice, and enrichment materials.



(2) Roman and  
Greek  
manuscripts.

Literary readings  
throughout offer  
enrichment:  
Pliny, Aulus  
Gellius, Cicero,  
Ovid, etc.

**Teacher**

**Edition:**

Practice, e.g.:

Note: 66

Intervention,

e.g.:

Note: 38 #1

**Teacher**

**Manual:**

Suggestions for  
Extension and  
Enrichment: TM-  
5

**Other**

**Resources:**

Practice and  
Intervention  
opportunities:

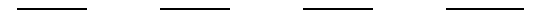
Audio Program:

Students can  
perform self-  
checks.

ExamView  
quizzes.

Enrichment:  
Transparencies  
Audio Literary  
readings

---



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

**Student Edition:**  
Latin writing style exemplars. Latin literary style (with focus on Cicero) emphasized: 66, 69, 72, 73, 74-75, 76, 78, 80, 82, 84, 85, 87, 91, 94, 102

4.

provide exemplars of critique and research-based writing.

**Teacher Manual:**  
Exemplars are offered in bibliography, TM6—TM7

**Student Edition:**  
Grammar skills and strategies introduced in Level 1 and 2 are carried across Level 3 instructional sessions. Verba Utilia are introduced and used again in later sessions. Literary sentence styles are introduced and used again in later sessions.

5.

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

**Teacher Edition:**  
Note: 38

**Student Edition:**

Unit I and II  
review forms and  
syntax learned in  
Levels 1 and 2.  
Readings in later  
units connect with  
all previously  
taught grammar  
and introduce  
new literary style  
information.

**Teacher Edition:**

Note: 38

**Audio Program:**

Audio drills repeat  
and review  
material  
previously  
learned.

Audio literary  
readings connect  
content with  
previously taught  
skills and  
strategies.

---

**Student Edition:**

Repertoire of  
grammar  
strategies  
accumulated in  
Level 1 and 2 are  
reviewed and  
integrated in Units  
I and II. New  
rhetorical  
strategies are  
introduced and  
integrated  
throughout Cicero  
readings.

---

6.

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

7.

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

**G. Assessment**

**Student Edition:**

Enrichment activities and projects: 7, 41, 66, 196, 213, 242, 248

**Teacher Edition:**

Projects, activities, and study topics: Suggestion(s), e.g.: 2 #1, 38, 55, 226  
Note(s): 38  
bottom, 52, 129, 207, 215 middle, 222 #2, 224 #1, 227 bottom, 239 #1, 242 bottom, 258 #2

**Audio Program:**

Exercises

1.

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

---

**Teacher Edition:**

Note(s), e.g.: 38 #1

**Teacher Manual:**

Forms, Teaching, and Standardized Tests, TM-7

**Other**

**Resources:**

ExamView quizzes

2.

provide on-going progress monitoring.

---

**Other**

**Resources:**

ExamView™  
Assessment Suite

3.

provide rubric-based differentiated assessment.

---

provides  
customizable  
quizzes.

---

---

---

---

## 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.

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

### 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:**  
*Enrichment* 196, 248  
**Teacher Annotated Edition:**  
33, 52, 133, 231

---

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

\_\_\_\_\_

**Student Edition:**  
38-39, 50-51  
**Teacher Annotated Edition:**  
51, 52, 98, 109, 188

---

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

\_\_\_\_\_

**Student Edition:**  
39 #4, 48  
**Teacher Annotated Edition:**  
91

---

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

\_\_\_\_\_

**Student Edition:**  
50-51, 90-92  
*Appendix* 293  
**Teacher Annotated Edition:**  
51, 54, 58, 73, 83, 129, 199

---

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

\_\_\_\_\_

B. Interpretive

**Teacher Annotated Edition:**  
10, 22, 31, 34, 52, 95, 104, 152, 178, 198, 199, 207, 212, 259

---

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

\_\_\_\_\_

**Teacher Annotated Edition:**  
10, 22, 31, 34, 52, 95, 104, 152, 178, 198, 199, 207, 212, 259

---

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).

\_\_\_\_\_

**Student Edition:**

---

3. recognize and make sense of authentic, oral and written, level-

\_\_\_\_\_

<p>132-133, 152-154, 156-159, 160-161, 206, 212, 213, 218- 223, 250-253, 254- 257</p> <p><b>Teacher Annotated Edition:</b> 132, 154, 156, 157, 161, 206, 212, 218, 220, 222, 254</p>		<p>appropriate selections by limited contextual and/or visual prompts.</p>	_____	_____	_____	_____
<p><b>C Presentational</b></p>						
<p><b>Student Edition:</b> <i>Enrichment</i> 213, 248</p> <p><b>Teacher Annotated Edition:</b> <i>TM-5 Teaching the Basic Language Skills</i>, 33, 95, 109, 148, 231, 249</p>	<p>1.</p>	<p>Incorporate acceptable intonation and pronunciation patterns.</p>	_____	_____	_____	_____
<p><b>Student Edition:</b> 17-18, 39, 42, 141, 156, 208-209</p> <p><i>Appendix</i> 301-302</p> <p><b>Teacher Annotated Edition:</b> 3, 18, 39, 42, 51, 83, 98, 141, 156, 209</p>	<p>2.</p>	<p>incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).</p>	_____	_____	_____	_____
<p><b>Student Edition:</b> 31, 34-35</p> <p><i>Enrichment</i> 41, 196, 242</p> <p><b>Teacher Annotated Edition:</b> 31, 34, 54, 141</p>	<p>3.</p>	<p>create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).</p>	_____	_____	_____	_____
<p><b>Student Edition:</b></p>	<p>4.</p>	<p>paraphrase and/or summarize the main ideas of oral and</p>	_____	_____	_____	_____

10, 12 #1, 60, 212-213, 250-253  
**Teacher Annotated Edition:**  
 7, 10, 61, 129, 130, 212, 231, 250

written texts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Student Edition:**

128-129

*Photos with Descriptions 29*

**Teacher Annotated Edition:**

1.

AQ 7; N 17, 60, 122, 129, 150, 158; S 2

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student Edition:**

128-129

*Enrichment 196*

*Photos with Descriptions 15, 117*

2.

**Teacher Annotated Edition:**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<hr/> <b>Edition:</b> N 14, 34, 60, 69, 120, 129, 158, 180							
With Teacher assistance, the following pages could be used to meet this standard.	3.						
<b>Teacher  Annotated  Edition:</b> 10, 17, 55, 133		incorporate behaviors appropriate to common social situations in the target culture(s).					
<b>Student Edition:</b> 277 <i>Enrichment 242</i> <i>Photos with  Descriptions 15,</i> 135, 255 <i>Word Study 78</i>	4.						
<b>Teacher  Annotated  Edition:</b> AQ 26, 54; N 14, 26, 59, 112, 138, 224, 271; S 17		examine the role and significance of objects, images, products and symbols of the target culture(s).					
<b>Student Edition:</b> 128-129, 196 <i>Enrichment 196</i> <i>Word Study 78</i> <b>Teacher  Annotated  Edition:</b> N 10, 26, 52, 55, 59, 150, 164; S 2, 38	5.						
<b>Student Edition:</b> 64-66, 146-147,	6.	examine the significance of historical and contemporary					

218, 244, 248  
 Enrichment 66  
 Photos with  
 Descriptions 176-  
 177  
**Teacher  
 Annotated  
 Edition:**  
 N 61, 146, 158,  
 244; S 2, 38

figures of the target culture(s).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**E. CONNECTIONS**

Students will

- acquire information from and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

**Student Edition:**  
 128-129  
**Teacher  
 Annotated  
 Edition:**  
 N 17, 35, 150, 172,  
 178, 200, 202, 259  
**Student Edition:**  
 119  
**Teacher**

1.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

**Annotated Edition:**

AQ 7; N 52, 119, 233

---

**Student Edition:**

72-76, 78, 80, 82, 84, 85, 87, 90, 293-294

*Grammar* 3, 8, 16, 18, 24, 39

**Teacher Annotated Edition:**

N 30, 50, 55, 75, 76, 111, 118, 130, 146, 147; S 3, 12

---

commentaries).

3.

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

\_\_\_\_\_

\_\_\_\_\_

(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.

**LAT.O.LIII.4.01**  
analyze and  
incorporate  
critical sound-  
symbol  
differences  
within target  
language usage.

**Student Edition:**

91, 311, 312  
*Enrichment* 204  
*Photos with*  
*Descriptions* 237  
*Word Study* 92

**Teacher  
Annotated  
Edition:**

N 12, 30, 75, 76,  
102, 109, 111,  
112, 118, 130,  
205, 230; S 5

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

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. \_\_\_\_\_

**Student Edition:**

69, 76, 78  
*Enrichment* 248

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

---

**Teacher**

**Annotated**

**Edition:**

5, 12, 76, 102,  
114, 130, 147, 215

---

**Student Edition:**

119, 248, 302-303

*Enrichment 248*

**Teacher**

**Annotated**

**Edition:**

N 30, 76, 130,  
132, 141, 147,  
190, 249; S 6

---

**Student Edition:**

101, 128-129, 222

*Enrichment 213*

**Teacher**

**Annotated**

**Edition:**

N 172, 199, 200,  
207, 212, 222, 227

---

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.

5.

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

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

(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:**

*Enrichment 41, 66*

**Teacher Annotated Edition:**

N 60, 129; S 22, 54

**Teacher Manual:**

*TM-5 Suggestions for Extension and Enrichment ;TM-7 Forms, Teaching Aids and Standardized Tests*

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:**

*Enrichment 41, 66*

**Teacher Annotated Edition:**

N 148, 199, 228

**Teacher Manual:**

*TM-5 Suggestions for Extension and Enrichment*

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).

\_\_\_\_\_

**Student Edition:**

*Enrichment 242, 248*

3.

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).

\_\_\_\_\_