

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe/McGraw-Hill
SUBJECT:	Spanish Level 1
COURSE:	High School
TITLE:	<i>¡Así se dice! Glencoe Spanish 1</i>
COPYRIGHT DATE:	© 2009
SE ISBN:	978-0-07-877400-3
TE ISBN:	978-0-07-880497-7

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		
X _____	_____ _____	_____ _____	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: Rompecabezas t/o, e.g., 60
 Activities: 8 #1 and #4, 9 #6, 41 #D, 60 #1, 75 #D;
 Conversation and Lectura activities emphasize higher order thinking skills, e.g., 147 #D, 317 #E; Lightbulb icon indicates critical thinking, e.g., 213 #D, 215 #E, 217 #B, 281 #D, 315 #C, 349 #C

Information and Communication: interpreting visuals, e.g., 34 #7, 48 #1; writing activities, e.g., 68 #6, 109 #16, 137 #4, 139 #9, 199 #7, 307 #4, 339 #C;
 Practice for Written Proficiency in each chapter, e.g., 153, 357

Interpersonal and Self-Directional: Vocabulary, Grammar, and Conversation sections

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

contain numerous Pair and Group Activities indicated by icons, e.g., 4, 25, 36, 67, 99, 135, 169, 179, 199, 203, 273, 307; Practice for Oral Proficiency involves pair and group activities, e.g., 152 #1-3, 220 #1, #4, 288 #1-3, 322 #1-4, 356 #2-3, #5, 390 #3-5 Self-Directional t/o, e.g., 177 #18, 205 #5, 339 #7, 369 #6; Tarea 391

Teacher Edition:

Thinking and Problem Solving: 18D, Com 29, Co 38, HS 42, Co 45, Co 61, Co 69, Co 176, VL 271, DV 271, Co 273, CV 285, 294C, VC 317, CS 350

Information and Communication: 18D, VS 41, HS 42, GV 43, Co 69, 88C, 88D, 192C, Co 236, Co 272, Diff 283, 328C, 328D, Co 353, LM 407

Interpersonal and Self-Directional: 18C, Co 38, Co 43, GV 43, Co 61, MI 63, Co 70, 88D, TO 179, 192C, 226C, BK 261, 294C, LM 308, 328C, 328D, BK 346, BK 348, 362C, MI 380, BK 395

Video Activities: require students to access and process information from technology sources.

B. 21st Century Tools

Student Edition:

E-mail Activities: 68 #6,
109 #16, 139 #9, 257
Tarea

QuickPass: 19, 24, 28,
30, 40, 55, 60, 64, 66,
74, 89, 94, 98, 100, 110,
125, 130, 134, 136, 144,
159, 164, 168, 170, 193,
198, 202, 204, 212, 227,
232, 236, 238, 248, 263,
268, 272, 274, 280, 295,
300, 304, 306, 314, 329,
334, 338, 340, 348, 363,
368, 372, 374, 382

StudentWorks™ Plus:
25, 29, 31, 33, 37, 43,
61, 65, 67, 71, 77, 95,
99, 101, 105, 107, 113,
131, 135, 139, 141, 165,
169, 171, 173, 176, 181,
199, 203, 207, 215, 233,
237, 239, 243, 245, 251,
269, 273, 275, 277, 278,
283, 301, 305, 307, 309,
311, 312, 317, 335, 339,
341, 345, 351, 369, 373,
377, 379, 380, 385

Teacher Edition:

Online Learning: 24, 28,
30, 40, 42, 44, 47, 52,
60, 65, 66, 74, 76, 79,
80, 87, 94, 98, 100, 110,
113, 114, 117, 123, 131,
134, 136, 144, 146, 149,
151, 157, 165, 169, 178,

- 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)

183, 185, 191, 198, 202,
207, 212, 217, 219, 225,
232, 236, 238, 249, 250,
252, 255, 261, 268, 273,
275, 280, 282, 285, 287,
293, 301, 305, 309, 315,
316, 318, 321, 327, 334,
338, 340, 351, 352, 355,
361, 368, 372, 375, 382,
384, 386, 389, 395

Projects: 9, 17, 18C,
18D, 43, 51, 54C, 88D,
121, 155, 189, 192C,
192D, 226D, 259, 272,
291, 295, 325, 328C,
328D, 359, 362C, 393

For Lexile Framework:
We do not provide Lexile
measures for foreign
languages. However,
Lectura cultural readings
are based on previously
learned vocabulary, we
suggest approaches to
the readings for slower
paced and more
advanced students, and
we provide leveled
activities t/o the book.

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

Program offers:
 Web site with
 online book,
 audio, and
 activities;
 StudentWorks™
 Plus and
 TeacherWorks™
 Plus, Video DVD
 Program with
 activities:
 Vocabulario en
 vivo, Gramática
 en vivo, Diálogo
 en vivo, Cultura
 en vivo;
 PowerTeach
 Interactive
 Chalkboard,
 Audio CDs;
 Transparencies:
 Maps, Alphabet,
 Quick Start,
 Vocabulary with

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

English translations and overlays, Graphic Organizers, Self-Check Worksheets and Answers; Fine Art Transparencies; ExamView® Assessment Suite; Vocabulary PuzzleMaker

Yes. Lesson Plans can also be found in the TWE and as interactive tools on TeacherWorks.

Teachers can begin every lesson with a Quick Start transparency.

Every Chapter Opener refers students to online book.

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

Teachers are reminded to have students use online learning for student exam

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

3. integrate technology into the curriculum.

prep and cumulative review.

Icons identify audio Conversations, Lecturas, and activities, e.g., SE p. 394.

Core Instruction integrates the audio into the day's lesson.

Students and teachers are referred at appropriate points to the Video Program, e.g., SE 96, TE 343, and StudentWorks, e.g., SE 251.

Teachers are referred to audio for Pre-AP, e.g., TE 281, and to editable PowerTeach presentations, e.g., TE 281.

B. Scientifically-Based Research Strategies

Student Edition:

Categorizing charts, e.g. 28; 33; 36, 45, 49, 74, 77; 113, 213, 221; Venn diagrams, e.g., 34, 145, 153,

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

165, 323;
Calendar, 52; Pie
chart, 199;
Webbing/
Clustering, e.g.,
68; 82, 119, 156,
187, 205, 305,
380; Foldables,
e.g., 29; 72, 108;
130, 174, 208,
246, 276, 304,
346; Word Banks,
e.g., 98, 99; 335

Teacher Edition:

88C, 158C, 375;
Mapping, 226D,
328C;362C

Resources:

Graphic
Organizers are
included in
Transparencies.

Student Edition:

2.

Writing Skills:
Every chapter
includes Practice
for Written
Proficiency with
Writing Strategy.

Study
Techniques:
Reading and
Succeeding,
SH2-SH7;
Lectura Reading
Strategies, e.g.,
42, 250;
Foldables
activities, e.g.,

promote writing skills and study techniques .

208;
Self-Check for
Achievement
encourages
review.

Teacher Edition:

Writing
Development:
e.g., 179, 246,
275; Pre-AP
writing, e.g., 83,
246; Projects:
18C, 54C, 88C,
124C, 158C,
192C, 226C,
262C, 362C

Study
Techniques:
Cumulative
Review, e.g., 52;
Self-Check, e.g.,
116

Teacher Edition:

3.

Core Instruction:
Teaching model
for each
instructional
section may
present
differentiation,
e.g., 26 Step 3,
62 Step 3, 92
Step 2, 100 Step
3.
Teaching models
are presented in
other wrap
sections, e.g.:
Conexiones: 203
TO: 333, 344

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

Tips: 93

Differentiated instruction follows Core Instruction for every instructional session in depth to address the needs of slower paced learners, advanced learners, multiple intelligences (verbal-linguistic, visual-spatial, auditory-musical, bodily-kinesthetic, interpersonal, logical-mathematical, etc.), students with auditory impairments, heritage speakers, etc. For models see, e.g., MI 68, VS 97, SLD 101, SPL 133, VS 162, SVI 167, SLD 175, BK 235, SRD 316

Differentiation models are included in other wrap sections, e.g.:
Pre-AP: 145
InfoGap: e.g., 335

See Spotlight on Pedagogy for emphasis on content, process,



and product.

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C. Critical Thinking

Student Edition:

1.

Lightbulb icon t/o emphasizes critical thinking activities : e.g., 41#D, 181 #D, 281#D, 349 #C. Run-in heads for other Lectura and Conversación activities emphasize comparing, contrasting, describing, explaining, analyzing, etc., e.g., 113, 179, 317, 351. Aquí y Allí emphasizes comparing and contrasting, e.g., 263, as do some Tareas: e.g., 153, 323.

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

Teacher Edition:

GeoVistas question models, e.g., 20-21, 126-127; instructional question models,

e.g., Step 3: 298,
311; Step 2: 58,
336, Heritage
Speakers, 71;
Cultural
Comparison, e.g.,
263.
Projects/activities
utilize higher
order thinking,
e.g.,
Comunicación:
176, Conexiones:
98; Expansion:
262C, 294C; Fine
Art: 54D, 88D,
124D, 262D,
294D; Refrán,
279.

Resources:

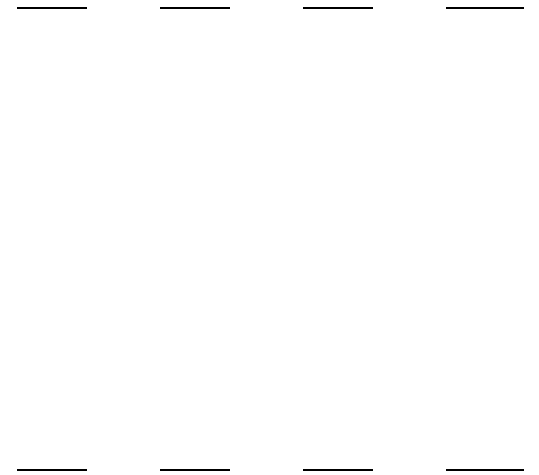
Performance
Assessment
Tasks in
TeacherTools
require higher-
order thinking.

Student Edition:

29 #5, 37 # 13, 48
#4, 61 #7, 65 #7,
68 #6, 82 #3, 109
#16, 135 #6, 165
#6, 169 #7, 176
#16, 177 #18, 186
#5, 203 #6, 210
#18, 220 #4, 236
#4, 243 #13, 256
#4, 273 #7, 276
#6, 288 #4, 322
#3, 339 #7, 356
#4, 369 #6, 379
#11, 390 #4

2.

promote student-generated responses.



Tarea: e.g., 49,
83, 119, 153, 187,
221, 257, 323,
391

Teacher Edition:

Co 24, MI 38, VS
41, HS 42, Co 43,
Co 45, VS 59, VS
63, Co 69, Co 70,
Co 79, VS 83, Co
98, Video 106, Co
112, CS 115, 131
#5, VL 133, HS
133, Co 138, RAL
157, HS 164, Co
176, Re 177, AI
178, WD 180, Cu
181, BK 212, Co
236, AL 248, RAL
261, Co 272, RAL
283, 288 #4, VS
299, BK 307, AL
339, GV 344, VS
352, Co 353, HS
367, MI 380

Interleaf Projects
and Connections
to Fine Art t/o

D. Life Skills

Student Edition:

1.

Health: Co 131,
357, Co 203, Co
376

Career: Carreras
t/o, e.g., 240

Reference: Using

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

Reference
Materials, SH7

Research:

Teacher Edition:

Health: Co 131,
Co 203, Co 376,

Career: t/o e.g.,
Ca 241;

Reference: 328C,
362C

Research: Le 9,
18D, Co 45,
158C, 192D,
294D, 328C,
328D, CS 295

Student Edition:

2.

Spanish Reading
Literacy Skills: 42-
45, 76-79, 112-
115, 146-149,
180-183, 214-
217, 250-253,
282-285, 316-
318, 350-353,
384-387, 396-409

Spanish Writing
Literacy Skills:
Practice for
Written
Proficiency t/o

Interpersonal
communications:
Tarea, 357

Problem Solving:
Juego, e.g., 65;

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

Rompecabezas,
e.g., 60, 64, 67,
72, 123, 198, 203,
237, 245, 373

Self-Directional:
Online practice;
Foldables
activities; Self-
Check

Teacher Edition:

Spanish Literacy
Skills: Core
Instruction for
Lecturas and
Literatura; Writing
Development,
e.g., 41; Pre-AP:
29, 38, 39, 49
Interpersonal
communications:
Problem-Solving:

Self-Directional:
Co 45; Diff , e.g.,
144, 178, 348,
Tips, e.g., 152

E. Classroom Management

Student Edition:

Audio icon, e.g.,
37 #4, Más
práctica box, e.g.,
37, and
QuickPass icons,
e.g., 60, indicate
opportunities t/o
for independent
learning.

1.

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

InfoGap (SR2-

SR13) and Pair and Group icons, e.g., 138 #5 and #6, indicate opportunities t/o for pair and group learning.

Practice for Oral Proficiency also provides pair/group activities, e.g., 356 #5.

Teacher Edition:

Independent:
18C, 36 #10,
54C, 88C, 124C,
124D, 158C,
192C, 226D,
294C, 294D, LM
308, 328D, WD
349 and t/o,
362C, IR 386

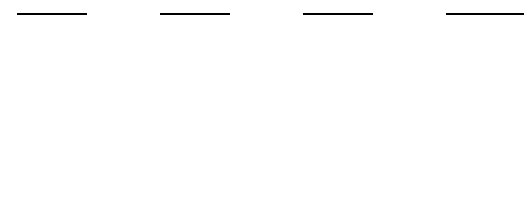
Pair/Group: 18C,
Tips 37, Co 38,
Co 43, GV 43, Co
61, MI 63, 88C,
88D, Co 138,
158C, TO 179,
192C, 226C, BK
261, 328C, BK
346, BK 348, MI
380, BK 395

Teacher Edition:

QuickStart brings the class to order and focuses attention on

2.

provide classroom management suggestions.



classwork, e.g.,
22,

Student pairings,
groupings, or
seating are
suggested, e.g.,
SAI 73, MI 84,
SPL 102, SPL
320.

Self-Check:
scoring: e.g., 80;
time limit: e.g., 81

See Quia e-book
Teacher
Management
System to
manage online
grading.

Teacher Edition:

3.

TPR t/o, e.g., 27,
59, 371

Suggestions for
differentiated
activities follow
Core Instruction
for every
instructional
section: e.g.,
Multiple
Intelligences: 6,
35, 102, 188, 267,
354, 380; Slower
Paced Learners,
27, 215;
Advanced
Learners, 103,
164, 205, 215;
Heritage
Speakers, 129

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

Differentiation activities are included in other wrap sections, e.g.:
Comunidades: 38

Lesson Plans: include Activities and TPR.
TeacherWorks Lesson Plans can be easily edited to accommodate specific activities planning.

Resources:

Editable PowerTeach presentations allow differentiated instruction.
Editable ExamView allows differentiated assessment.

F. Instructional Materials

Student Edition:

1.

Modelos for activities, e.g., 25 #8, 103 #6, 307 #2

Model charts, e.g., 205 #5

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

Teacher Edition:

Differentiated instruction for



each section
address varied
learning styles
and multiple
intelligences by
including models:

For models see,
e.g., SPL 23, SPL
27, SLD 27, MI
68, VS 97, SLD
101, SPL 133, VS
162, SVI 167,
SLD 175, BK 235,
SRD 316

Student Edition:

2.

Extensive, varied,
and realistic
individual, pair,
and group
activities progress
from guided
practice to open-
ended. They
include audio,
oral, and written
vocabulary,
grammar, and
conversation
practice and
reading
comprehension
questions.
Escuchar, Leer,
Hablar, and
Escribir activity
heads alert
students to
variations in
practice
opportunities.
Additional activity
variations include

provide extensive and varied opportunities to practice skills.

puzzles, dictation practice, proverb translations, critical thinking, literary readings, and InfoGap.

Oral and written proficiency practice, chapter review, and cumulative review activities in every chapter provide additional practice opportunities.

QuickPass, Más práctica, and Video boxes draw students' attention at appropriate junctures to numerous and varied audio, video, and workbook online, CD, and DVD activities.

Teacher Edition:

Every instructional section provides varied Differentiation models and/or activity suggestions for Advanced, Slower Paced, Multiple Intelligence, and

Easily Distracted Learners, e.g., 29, 105, 110, 154, 155, 211, 307, 337, 346, 402.

Heritage Speaker activities are suggested, e.g., 147, 211, 347.

Learning from Realia, e.g., 9, 32, affords the opportunity to interpret visuals.

GeoVistas, e.g., 104, 344, provides map activities.

Practice: Variations in SE activities are provided t/o, e.g., 33 #5, 134 #1, 243 #11, 345 #10, 339 #6; Teaching Options, e.g., 344. Practice also addresses multiple intelligences, e.g., 28 #3.

Specifics for technology activities are addressed, e.g., Online 136, and additional technology activities are

suggested, e.g.,
Video 285.

National
Standards:

Student Edition:

3.

Self-Check for
Achievement in
each chapter
offers self-
intervention
opportunity, e.g.,
116-117.

Numerous
practice activities
are provided t/o,
e.g., in Chapter 3,
94-95 #1-8, 98-99
#1-6, 101-106 #1-
8, 106 #9-11,
108-109 #12-17,
111 #A-C, 113
#A-C, 115 #1-5,
118 #1-4, 119,
122-123 #1-8.

Lectura and
Literatura
readings are
provided for
enrichment.

Teacher Edition:

Intervention:
Assess/Quiz or
ExamView: e.g.,
346

Practice:
t/o, e.g., 245 #14

provide intervention, practice, and enrichment materials.

Enrichment:
Chapter Projects
and Cultural
Activities

Additional
enrichment
activities, e.g., Co
272

Cultural Snapshot
info, map activity,
interpret visuals,
e.g., 159, 187

Resources:

Program offers
technology and
print practice
materials, Cultural
Video, Fine Art
Transparencies,
and Pre-Ap
Workbook
enrichment
materials.

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Student Edition:

4.

Interview Task:
119

provide exemplars of critique and research-based writing.

Essay Task: 153
Comparing Task:
323
283 #C

Lectura: 180, 182,
214, 216, 316,
318, 350, 352,
386

Literatura 2: 403-
404

Student Edition:

5.

Grammar
activities utilize
vocabulary
learned on
previous days.
Conversation
section recycles
vocabulary and
grammar points
from beginning of
chapter. Lecturas
do same.

Recycled icon t/o,
e.g., 40, 282,
shows that
previously learned
material is
repeated in the
day's lesson.

¡Bravo! Icon, e.g.,
73, occurs once
per chapter to
indicate that all
remaining chapter
material is
recombination

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

and review. All class sessions devoted to Conversación, Lecturas, Exam Prep, Oral and Written Proficiency, and Chapter Review are based on skills and strategies learned earlier in the chapter.

Teacher Edition:

Level 1 Scope and Sequence: T6-T9

Spotlight on Pedagogy: T26-T37

Chapter Lesson Plans for 50-minute and 90-minute class sessions: 18E-18F, 54E-54F, 88E-88F, 124E-124F, 158E-158F, 192E-192F, 226E-226F, 262E-262F, 294E-294F, 328E-328F, 362E-362F

Why It Works: 40, 138

Student Edition:

Gramática: e.g.,

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

_____	_____	_____	_____
_____	_____	_____	_____

136, 140, 209,
274

Teacher Edition:

QuickStarts
connect new
material with
previously learned
material, e.g., 266

Gramática, T32-
T34

Student Edition:

7.

Repaso
cumulativo at the
end of every
chapter applies
and integrates
skills and
strategies learned
in previous
chapters, e.g.,
156-157.

Teacher Edition:

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

Gramática, T32-
T34

QuickStarts assist
in building
cumulative
repertoire, e.g.,
Chapter 8 266
applies preterite
of ir learned in
Chapter 7 SE
242.

G. Assessment

Student Edition:

1.

Each chapter contains Self-Check for Achievement, e.g., 254-255; open-ended Practice for Oral Proficiency, e.g., 256; Practice for Written Proficiency

Teacher Edition:

Online Self-Check Quiz for each chapter, e.g., 238, 255; rubrics for proficiency tasks, e.g., 256 and 257; rubrics for chapter projects, e.g., 262C; Resource boxes refer teacher to appropriate section ancillary tests, quizzes, ExamView, and performance assessment tasks, e.g., 132, 184

Resources:

TeacherTools Tarea pages can be included in writing portfolios, e.g., TT C5 iv. TeacherTools includes Listening

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



Comprehension Tests. Video program activities can be utilized for assessment. Transparencies include Self-Check Worksheets.

Student Edition:

2.

Every chapter contains Self-Check, e.g., 286-287 and Repaso cumulativo, e.g., 292-293.

provide on-going progress monitoring.

Teacher Edition:

Resource box, e.g., 286, cites TeacherTools Chapter Tests; Teaching Options, e.g., 293.

ExamView can be used to create differentiated assessments. Workbook Tests A and B are differentiated.

3.

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:

2-3, 4-5, 6-7, 16 #1,
#8, 17, 52 #1, 58-59

Comunicación 5

Conversación 144

Para conversar 133

Teacher

Wraparound

Edition:

Cp 3; D 5; EOP 4;
SC 1; Te 2, 4, 6

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

Student Edition:

22-23, 53 #7, 87 #6,
122 #3, 123 #4, 175,
176 #13, #15, #16,
191 #5, 224 #4, 225
#5, 240 #4, 273 #5,
293 #7

Comunicación 205

#5, 210 #18, 273 #7,
#8

Conversación 178

Para conversar 163

Teacher

Wraparound

Edition:

QS 74, 336, 343; TO
377

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

Student Edition:

SR2-SR13, 48, 61
#4, 98 #2, 99 #4,

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

_____	_____	_____	_____
_____	_____	_____	_____

101 #2,
102 #5, 224 #4, 225
#8, 245 #15, 260 #2,
301 #5, 304 #2

Comunicación #6

**Teacher
Wraparound
Edition:**

CS 20-21; QS 306;
TO 333

INTERPRETIVE

B. LISTENING AND READING

Student Edition:

16 #2, 36 #11, 40-
41, 42-43, 74-75,
110-111,
178-179, 212-213,
248-249, 280-281,
314-315,
344 #7-#8, 382-383

Para conversar 133,
299

**Teacher
Wraparound
Edition:**

T22-T25; Co 401,
405, 409; P 41, 43,
75, 179, 213; Te
110, 248, 280

Student Edition:

40-41, 58-59, 74-75,
96, 110-111, 144-
145,
178-179, 196-197,
212-213, 330-331

**Teacher
Wraparound**

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

•

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

•

124D, 279;
R 39, 73, 109, 143,
177, 279, 347; TO
271

Student Edition:

2 #1-#2, 4 #1-#3, 6
#1, #7, 7 #2-#3, 35
#8, 42-43, 48-49,
82-83, 118-119,
152-153, 186-187,
220-221, 256-257,
288-289, 322-323,
348-349, 356-357,
390-391

Comunicación 25
#5, 37 #13, 65 #7,
95 #6, 135 #6, 171
#3, 243 #13, 369 #6

3

Teacher

**Wraparound
Edition:**

Cc 24, 37, 174; CP
18C; PAP 48, 49,
82, 83, 118, 119,
152, 153, 186, 187,
220, 221, 256, 257,
288, 289, 322, 323,
356, 357, 390, 391;
TS 48, 118, 256; W
153

Student Edition:

42-43, 44-45, 146-
147, 148-149, 180-
181, 182-183, 250-
251, 350-351, 398-
401, 402-405, 406-
409

4.

Teacher

Wraparound

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

state the main ideas of oral and written texts.

Edition:

T22-T25; CI 399,
403, 407; Pr 43,
147; Te 44 146, 148,
180, 250, 350

Video 271

**Teacher
Wraparound
Edition:**

Cr 226D; CS 160-
161, 296-297; Cu
113, 267;
Do 158D

Cultural activities
listed on the
following pages
can be used to
meet this standard.

Student Edition:

SH46, SH57,
SH58, SH64,
SH65, 264-265,
266-267, 269, 282-
283, 284-285

Aquí y Allí 263

Conexiones 11

Video 179, 285,
317

**Teacher
Wraparound
Edition:**

CP 262C; Cr 226D;
Cu 267; Do 158D;
GT 106, 285; HV
124D; M 262D

Student Edition:

SH43-SH65, 9, 44,
126-127, 146-147,
160-161, 165 #5,
180-181, 216-217,
264-265, 284-285,
316-317, 352-353,

5.

identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts).

This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.

6.

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

Conexiones 44

Cultura 35, 137,
143, 169, 217, 269,
284, 345, 398

**Teacher
Wraparound
Edition:**

CS 24, 141, 264-
265, 284, 285, 308,
335; Cx 214; GT
106; LT 18D; R
54D, 88D, 124D,
158D, 262D

Student Edition:

SH43-SH65, 44,
160-161, 180-181,
214-215,
263, 264-265, 282-
283

Conexiones 44,
145, 168

Cultura 169

**Teacher
Wraparound
Edition:**

CFA 18D, 54D,
88D, 124D, 262D,
328D, 362D;
CS 181, 264-265;
Cx 217; D 283; GT
106

Student Edition:

SH0, SH53, SH65,
44-45, 182-183,
214-215, 264, 282-
283, 398-401, 407

Conexiones 145

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

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

Cultura 277, 375

**Teacher
Wraparound
Edition:**

CFA 18D, 54D,
88D, 124D, 158D,
226D, 262D, 328D,
362D; Cu 182; Cx
214; D 283

(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:

8-9, 12-15, 44,
396-409

Conexiones 11, 29,
44, 69, 79, 98, 102,
145, 168, 203, 285,
305, 374, 376

Cultura 9, 13

Video 101

**Teacher
Wraparound
Edition:**

CS 334; Cx 29, 69,
79, 98, 131, 145,
214, 217, 353, 376;

1.

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

P 15; Te 12, 14;
TS 13

The customs and traditions listed on the following pages can be used to meet this standard.

Student Edition:

266

Aquí y Allí 227

Video 68

Teacher

Wraparound

Edition:

CP 262C; Cr 226D;

CS 269; Cu 267;

GT 69

The following page references can be used to meet this standard.

Student Edition:

SH45, SH64, 32,

44, 82 114, 133,

135, 154,

214-215, 216, 396-

409

Comparaciones

141

Conexiones 11, 44

Teacher

Wraparound

Edition:

CP 294C, LR 82,

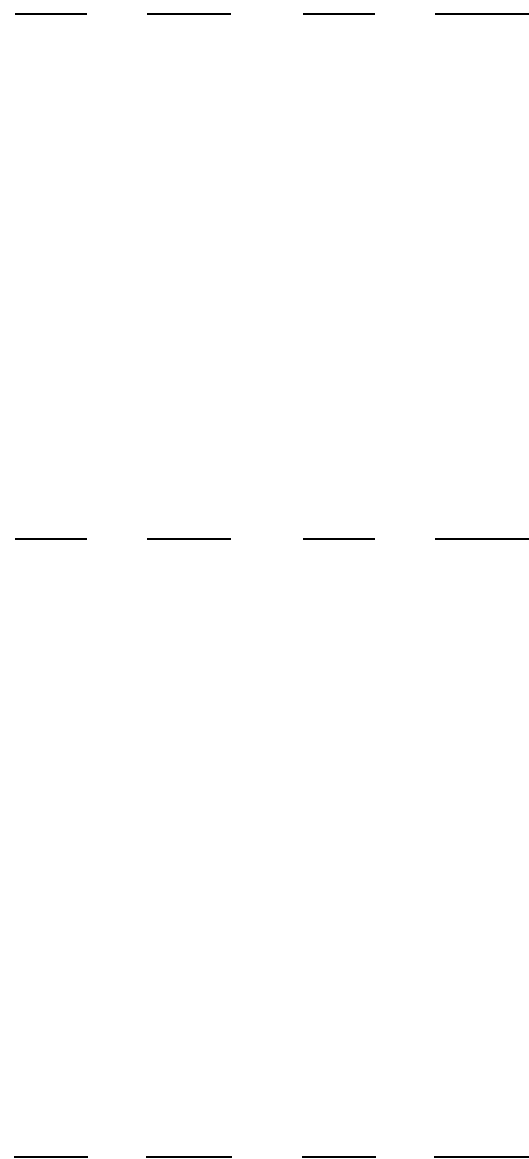
143

2.

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

3.

identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).



The following page references can be used to meet this standard.

Student Edition:

SH3-4, 127, 269
#4, 386

Juego 51, 85, 121,
155, 189, 223, 259,
291, 325, 359, 393

¡Ojo! 58, 137

Reading Strategy
112

**Teacher
Wraparound
Edition:**

J 51, 85, 121, 155,
189, 223, 259, 291,
325, 359, 393

4.

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

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

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:

SH34

Pronunciación 39,
73, 109, 143, 177,
211, 247, 279, 313,
347, 381

Teacher

Wraparound

Edition:

T34; O 27; Pr 39,
73, 109, 143, 177,
211, 247, 279, 313,
347, 381; TPR 27;
TS 7, 277

1.

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

Student Edition:

SH3-SH4, 269 #4

Juego 51, 85, 121,
155, 189, 223, 259,
291, 325, 359, 393

¡Ojo! 13, 27, 58,
137

Reading Strategy

112

Teacher

2.

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

**Wraparound
Edition:**

ASL 267; Cp 30,
112; Cx 29; J 51,
85, 121, 155, 189,
223, 259, 291, 325,
359, 393

Student Edition:

3-4, 6, 23, 35, 37
#14, 50, 136, 140,
154

¡Así se dice! 26,
63, 92, 136, 163,
167, 232, 270, 299,
333, 336, 371

Comparaciones
30, 95

**Teacher
Wraparound
Edition:**

ASL 303; Cp 3, 95;
HS 302; TS 380

Student Edition:

SH4, SR14-SR21,
30, 34-35, 70, 100,
101 #1, 107, 209-
210, 211 #19, 278,
374-375

Comparaciones
100, 306

Conexiones 374

¡Ojo! 70

**Teacher
Wraparound
Edition:**

ASL 59; Cp 35; TO
13

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).

4.

identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.

Student Edition:

SH7, 20-21, 90-91,
112-113, 114-115,
125,
126-127, 147 C,
160-161, 264-265,
316, 364-365

Aquí y Allí 19, 55,
89, 159, 193, 227,
263, 295, 329

Comparaciones
141, 165

Conexiones 285

Cultura 137

Teacher

Wraparound

Edition:

CP 262C; Cu 113;
GT 285; SC 19, 55,
89, 125, 159, 227,
263, 295, 329, 363

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:

SH0-SH1, SH35,
160-161

Comunidades 38,
43, 138, 164, 236,
272

**Teacher
Wraparound
Edition:**

Cm 38, 43, 70,
138, 236, 272; CS
111, 160-161;
G 43; HS 164

1. locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.

Student Edition:

SH0-SH1, 160-
161, 228-229, 384-
385

Carreras 210, 240
Comunidades 236

**Teacher
Wraparound
Edition:**

C 241; Cm 138,
236, 272; CS 160-

2. recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.

161, 228-229

Student Edition:

SH0-SH1, 228-229

Comunidades 43,
138, 236

Teacher

Wraparound

Edition:

Cm 38, 43, 138,
236, 272; CS 228-
229; G 43

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).
