

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe/McGraw-Hill
SUBJECT:	Spanish Level 2
COURSE:	High School
TITLE:	<i>¡Así se dice! Glencoe Spanish 2</i>
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TE ISBN:	978-0-07-880498-4

GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

FOREIGN LANGUAGE—LEVEL II

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: e.g., 14 #6, 79 #6, 85 Refrán, 257 Tarea; Conversación and Lectura activities emphasize higher order thinking skills, e.g., 119 #D, 129 Tarea, 189 #D, 215 #C, 335 #6. Lightbulb icons indicate critical thinking.

Information and Communication: e.g., 29 Tarea, 41 #6, 75 #8, 129 Tarea, 195 Tarea, 243 #8, 269 #6, 273 #6

Interpersonal and Self-Direction: e.g., 29 Tarea, 49 #7, 51 #11, 52 Foldables, 75 #8, 129 Tarea, 195 Tarea, 350 #5

Teacher Edition:

Thinking and Problem Solving: e.g., 1D, 34D, 81 GeoVistas, 85 Refrán, 90 Comparaciones;

Information and

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

Communication: e.g., R2
Step 3, 1C, 34C, 68D
Quipus, 91 Multiple
Intelligences, 168C,

Interpersonal and Self-
Directional: e.g., R5
Teaching Options, R9
Activity 12 note, 52
Differentiation, 68D,
102C, 134D Connection
to Fine Art

B. 21st Century Tools

Student Edition:

Activities: e.g., 75 #8,
195 Tarea, 215 #D, 257
Tarea, 351 Tarea

QuickPass: e.g., 20, 35,
46, 140, 234;
StudentWorks™ Plus:
e.g., R31, 17, 57, 109,
175, 251

Teacher Edition:

e.g., 173 Differentiation,
315 Cultura

Online Learning: e.g.,
R2, R25, 6, 47, 118, 154,
218, 289, 354

Projects: e.g., 1C, 1D,
68C, 68D, 134C, 134D,
168C, 200D, 228C,
262C, 296C, 296D,

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

- 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)

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 II**

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

A. Multimedia

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

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
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

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

_____	_____	_____	_____
_____	_____	_____	_____

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 prep and cumulative review.

Icons identify audio Conversations, Lecturas, and activities, e.g., SE p. R31.

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

3. integrate technology into the curriculum.



Students and teachers are referred at appropriate points to the Video Program, e.g., SE 42, TE 43, and StudentWorks, e.g., SE 157.

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

Also see e.g.,
Student Edition:
75 #8, 195
Tarea, 215 #D,
257 Tarea, 351
Tarea
Teacher Edition:
173
Differentiation

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.

Student Edition:
Venn diagrams,
e.g., 100 #1, 257
Tarea;
Categorizing
charts, e.g., R31
#2, 108 #2, 227
#8, 247 #B, 251
#D; Webbing,
e.g., 163 Tarea,

223 Tarea, 239
#5; Outlines,
e.g., 351 Tarea;
Word banks,
e.g., 7 #4, 18 #8,
235 #4;
Foldables, e.g.,
52, 81, 110, 149,
178, 211, 238

**Teacher
Edition:**

Calendar, 134C;
Categorizing,
262C, 296D;
Outlines, 324C;
Venn Diagram,
47
Differentiation;

Resources:

Graphic
Organizers are
included in
Transparencies.

**Student
Edition:**

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

Study
Techniques:
Reading and
Succeeding,
SH2–SH7;
Lectura Reading
Strategies, e.g.,
56, 88, 188, 282;
Foldables

2.

promote writing skills and study techniques .

activities;
Self-Check for
Achievement
encourages
review.

Teacher

Edition:

Writing skills:
Writing
Development,
e.g., 21; Pre-AP
writing, e.g., 63;
Projects: e.g.,
34C, 68C, 102C,
200C

Study
Techniques:
Cumulative
Review: e.g.,
260; Self-Check:
e.g., 160

Teacher

Edition:

Core Instruction
presents the
teaching model
for each
instructional
section.
Emphasis is
placed on
differentiated
instruction, e.g.,
R12 Teaching
Options, 30
Multiple
Intelligences, 53
Teaching
Options, 72 Step
2, 76 Step 2.
Tips for Success
and Practice

3.

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



notes present suggestions for varying lesson presentation and/or student response: Tips for Success: e.g., 39, 62, 190, 235; Practice notes: e.g., R13 #2, R19 #9, 111 #1, #2, #4, 116 #12, 335 #5; See Leveling Note on R1 spread. [Substantive Differentiation suggestions follow Core Instruction in each section, addressing 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.3. below.]

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C. Critical Thinking

Student Edition:

Lightbulb icons t/o emphasize activities that require critical thinking: e.g., 57 #D, 113 #7 Expansión, 119, #D, 153 #C. Run-in heads for other Lectura, Literatura, and Conversación activities emphasize comparing, contrasting, describing, explaining, analyzing, etc., e.g., 57, 91, 153, 285. Aquí y Allí emphasizes comparing and contrasting, e.g., 169, 297, as do some Tareas: e.g., 257.

1.

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

Teacher Edition:

e.g., 1D, 19 Refrán, 22 Step 3, 34D, 68D, 81 GeoVistas, 118,

Differentiation,
119 #D, 145
Comunidades,
168D, 200D,
228C, 228D, 253
GeoVistas, 343
GeoVistas

Resources:
Performance
Assessment
Tasks in
TeacherTools
require higher-
order thinking.

Student Edition:
e.g., R4 #7, 11
#4, 49 #7, 67 #7,
75 #7–8, 123 #D,
128 #1–5, 195
Tarea, 239 #7,
275 #4, 281 #C,
306 #5, 341 #15,
343 #C

Teacher Edition:
e.g., R51 Step 4,
5 Multiple
Intelligences, 8
Differentiation, 41
#55, 79 Tips for
Success, 147
Multiple
Intelligences, 209
Conexiones;
Comunicación,
e.g., 183 #9, 204
216, 275

Interleaf Projects
and Connections
to Fine Art t/o

2.

promote student-generated responses.

D. Life Skills

Student Edition:

Health: e.g., 48
Conexiones, 206
Nota, 268
Conexiones, 331
#8, 350 #2, 351
Tarea

Reference Tools
and Researching:
e.g., 174 #3, 351
Tarea

Goal Setting,
Application to
Career Oriented
Goals: e.g., 207
Carreras, 367 #C

Teacher Edition:

Health: 48
Conexiones, 106
Comunicación,
268 Conexiones,
324C, 324D, 329
Comunicación,
335 Cultura

Goal Setting,
Application to
Career Oriented
Goals: e.g., 200C
Expansion, 219
Comunicación

Reference Tools
and Researching:
e.g., 1C, 1D, 22
Differentiation, 25
Conexiones, 34C,
113 GeoVistas,
134D, 174
Comunicación,
200D, 296C,
296D

1.

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

Student Edition:

Interpersonal:
e.g., 7 InfoGap,
11 #6, 49 #7, 51
#11, 82 #5, 111
#6, 210 #8

Self-directional:
e.g., 7 InfoGap,
16 GeoVistas;
Online practice,
Foldables
activities, Self-
check t/o

Problem Solving:
e.g., 141 #7, 207
#4, 268
Conexiones;

Literacy Skills:
Practice for
Written
Proficiency t/o,
e.g. 29; Lectura
cultural readings
t/o, e.g., 88–90;
Lectura—Un poco
más readings t/o,
e.g., 92; Literature
selections in
Literary Reader,
360–376

Teacher Edition:

Interpersonal:
Comunicación,
e.g., 11, 45;
InfoGap, e.g., 7,
41; general, e.g.,
52 Differentiation,
147
Differentiation,
156
Comunicación,

2.

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



246

Comunicación

Self-directional:
e.g., 1D, 1 Why it
Works!, 11
Differentiation; 25
Conexiones; 113
GeoVistas, 134D,
157
¿Comprendes?

Literacy: Writing
Development,
e.g., 21, 55; Pre-
AP, e.g., 63, 156;
106 Teaching
Options, 113 Tips
for Success;

Problem Solving:
e.g., 262C #1,
268 Conexiones,
301 Tips for
Success

E. Classroom Management

1.

Student Edition:
Audio icon, e.g.,
115 #4, Más
práctica box, e.g.,
17, and
QuickPass icons,
e.g., 135, indicate
opportunities t/o
for independent
learning.

InfoGap (SR2-
SR13) and Pair
and Group icons,
e.g., 115 #10 and
#6, indicate
opportunities t/o

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

for pair and group learning.

Practice for Oral Proficiency also provides pair/group activities, e.g., 194 #3, #5.

Teacher Edition:
Independent:
e.g., 51 #10, 58
Core Instruction,

Pair/Group:
e.g., R8 #8, R45
#7, R52 #1 & 2,
26 Differentiation,
115 #10, 141 #6

Teacher Edition:
QuickStart brings the class to order and focuses attention on classwork, e.g., 42

Student pairings or groupings are suggested, e.g., R8 #8, R52 #1 & 2, 26
Differentiation,
147
Differentiation,
149 #8

Self-Check:
scoring: e.g., 316;
time limit: e.g.,
141, 324C #4

See Quia e-book
Teacher

2.

provide classroom management suggestions.

Management System to manage online grading.

General: e.g., R6 Tips for Success, R49 Act. 1 & 2 note, 10 Tips for Success, 51 Act. 8, 10 notes, 75 Comunicación, 236 Teaching Options

Teacher Edition

addresses t/o:
general: e.g., 4 Step 2, 18 Reaching All Learners, 53 Teaching Option, 57 Reaching All Learners, 89 Differentiation, 106 Teaching Option; TPR: e.g., 4, 9, 38, 39, 43, 173; Multiple Intelligences: e.g., 5, 107; Visually Impaired Students: e.g., 107; Students with Learning Difficulties: e.g., 14, 107; Heritage Speakers: e.g., 107, 237, Easily Distracted Learners: e.g., 79; Slower Paced Learners: e.g., 15, 26, 244; Students with Auditory Impairments: e.g.,

3.

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



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:
e.g., 244 #9, 245
#10

1.

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

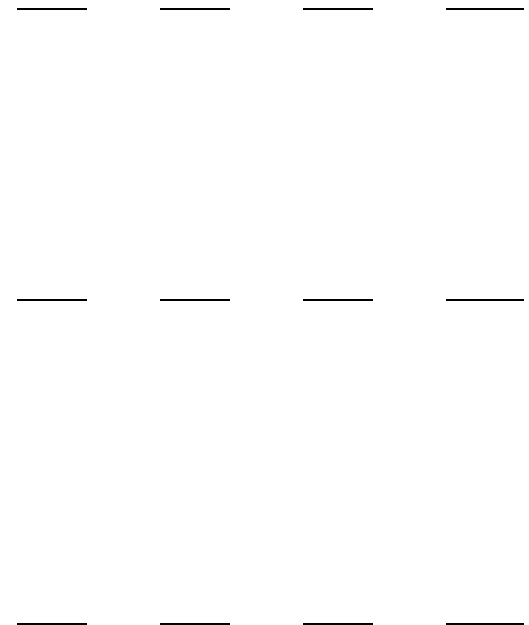
Teacher Edition:
9 Differentiation;
184 Step 2, 235
Tips for Success

Student Edition:

2.

Extensive, varied,
and realistic
individual, pair,
and group
activities progress
from guided
practice to open-
ended. They
include audio,

provide extensive and varied opportunities to practice skills.



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
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 models
and/or activity
suggestions, e.g.,
42 Differentiation;
44 Why it works!,
49 Teaching
Options; 68C
Expansion; 87
Expansión, 113
Tips for Success,
175 Why it
Works!, 235 Tips
for Success

Heritage Speaker
activities are
suggested, e.g.,
43, 109, 174

GeoVistas, e.g.,
16, 113, provides
map activities.

Learning from
Realia, e.g., 111,
116, 272, 274,
307, affords the
opportunity to
interpret visuals.

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

activities are suggested, e.g., 77 Video.

Student Edition:

Self-Check for Achievement in each chapter offers self-intervention opportunity, e.g., 160.

Numerous practice activities are provided t/o, e.g., in Chapter 5, 140–141 #1-7, 144–145 #1-6, 146-147 #1-5, 148–149 #6-9, 150 #10-11, 151 #12–14, 153 #A-C, 157 #A–F, 160–161 #1-6, 162 #1–4, 163 #1–2, 166-167 #1-6.

Lectura and Literatura readings are provided for enrichment.

¿Lo sabes?, En otras partes, and ¡Así se dice! boxes t/o, e.g., 87, 107, 266, provide interesting

3.

provide intervention, practice, and enrichment materials.



information,
vocabulary, and
expressions for
enrichment.

Cultura boxes t/o,
e.g., 144, 145,
provide cultural
information for
enrichment.

Teacher Edition:

Intervention:
Multiple and
varied
opportunities for
formative
assessment (SE
activities and
TeacherTools
Quizzes, etc.)
allow teachers to
decide on
appropriate
intervention;
TE e.g., R8 Tips
for Success, 153
#B, 338
Differentiation,
343 #B

Enrichment:
Chapter Projects
and Culture
information in
interleaf pages
preceding each
chapter. Also,
TE e.g., Learning
from Realia, e.g.,
111, 116, 272,
274, 307; About
the Spanish
Language, e.g.,
R13, 9, 56;

Cultura, e.g., 177;
 Suggestions for
 research, e.g.,
 113 GeoVistas;
 Cultural Snapshot
 information t/o,
 e.g., 92, 93, 103,
 133, 226

**Practice and
 Enrichment
 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:** e.g.,
 152, 154–156,
 282–284

4. provide exemplars of critique and research-based writing.

Student Edition:
 Grammar
 activities utilize

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

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., 179 #7, 214,
shows that
previously learned
material is
repeated in the
day's lesson.

¡Bravo! Icon, e.g.,
185 occurs once
per chapter to
indicate that all
remaining chapter
material is
recombination
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; these
activities combine
acquired skills
and allow
students to apply
them in

communicative contexts.

Chapter Cumulative Review refreshes students' memories regarding skills and strategies learned in previous chapters.

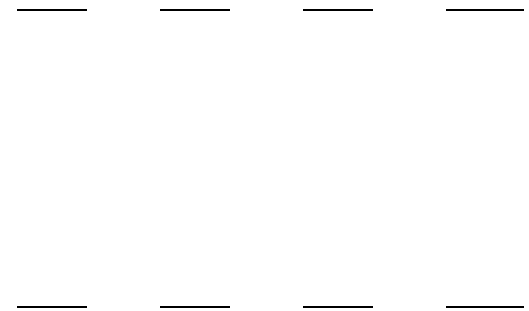
Teacher Edition:
e.g., R5 Tips for Success, 50 Core Instruction; 68C Expansion, 118 Why it Works!, 143 Tips for Success, 155 Why it Works!, 235 Tips for Success, 308 Why it Works!, 332 Note

Lesson Plans for 50- minute and 90 minute class sessions in interleaf pages of each chapter, e.g., 134E, 134F.

See above. Also:
Student Edition:
Recycling icons indicate sections that incorporate previously introduced material, e.g., 185 #14, #15

6.

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



¿Te acuerdas?
boxes t/o: e.g.,
304, remind
students of
previously learned
material

Teacher Edition:
See T3 letter from
author.

Level 2 Scope
and Sequence:
T10-T13

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

Also see e.g., R2
Additional
Vocabulary; R5
Tips for Success,
R17
Comunicación,
R48 Step 2, 16
Teaching Options,
21 Practice C, 50
Core Instruction,
68C, 79 Tips for
Success;
132 Repaso
cumulativo note,
53 ¡Bravo!, 277
Why it Works!

Why it Works!,
e.g., 22, 50, 56,
73, 118, 155;

Lectura (brings
together chapter
theme,

vocabulary, and
grammar in
reading), e.g.,
312

Student Edition:
Repaso
Cumulativo,
Practice for oral
proficiency, and
Practice for
written proficiency
t/o combine skills
and allow
students to apply
them in
communicative
contexts.
e.g., 96, 97, 100–
101.

Tarea brings into
writing task
chapter theme,
vocabulary, and
grammar.

Teacher Edition:
See T3 letter from
author.

QuickStarts assist
in building
cumulative
repertoire, e.g.,
Chapter 4 112
reviews regular
and irregular
learned in
Chapter 7 Level 1
and reviewed in
Repaso F SE
R51.

Also, e.g., R17
Comunicación, 50

7.

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

Core Instruction,
56 Why it Works!;
68C); 79, Tips for
Success, 235
Tips for Success,

G. Assessment

Student Edition:

Each chapter
contains Self-
Check for
Achievement,
e.g., 192–193;
open-ended
Practice for Oral
Proficiency, e.g.,
194; Practice for
Written
Proficiency, e.g.,
195.

Teacher Edition:

Online Self-Check
Quiz for each
chapter, e.g., 186;
rubrics for
proficiency tasks,
e.g., 194 and 195;
rubrics for chapter
projects, e.g., 1C.
Resource boxes
refer teacher to
appropriate
section ancillary
tests, quizzes,
ExamView, and
Performance
Assessment
Tasks, e.g., 52,
60.

Resources:

TeacherTools
Tarea pages can
be included in

1.

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

writing portfolios,
e.g., TT C3 iv.

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

Student Edition:

Every chapter
contains Self-
Check, e.g., 60–
61 and Repaso
cumulativo, e.g.,
132–133.

2.

Teacher Edition:

Lesson Plans in
interleaf pages
indicate
opportunities for
assessment, e.g.,
134E–134F.

TeacherTools
Quizzes
referenced in
Resource boxes
at appropriate
points in TE, e.g.,
148;

Resource boxes
also cite
TeacherTools
Chapter Tests
and Proficiency
Tests, e.g., 160;
ExamView allows

provide on-going progress monitoring.



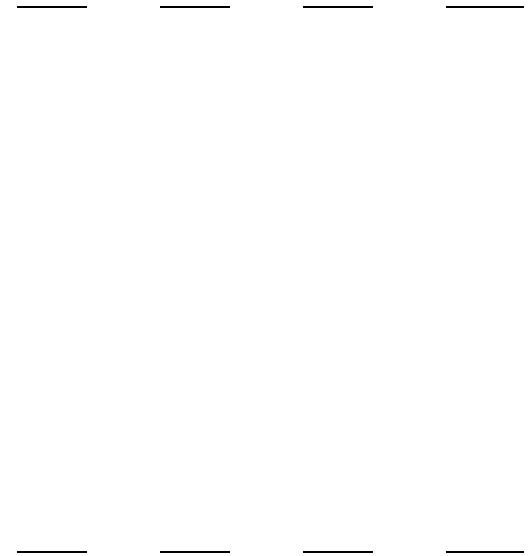
teacher control of
format and
content of tests
and quizzes.

Teacher Edition:
e.g., 68C, 97

ExamView can be
used to create
differentiated
assessments.
Writing Tests A
and B are
differentiated.
Some
components of
Writing Tests and
all Proficiency
Tests and
Performance
Tasks can be
assessed with
rubrics.

3.

provide rubric-based differentiated assessment.



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

The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Errors may occur as creativity increases. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native.

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

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>									
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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:

R45 #8, 28-29, 62-63, 96-97, 128-129, 162-163, 194-195, 222-223, 256-257, 290-291, 318-319, 350-351, SR2-SR13

Comunicación R6, R17, R49, 45, 111, 210, 235, 331

1.

exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.

Student Edition:

R22, R35, 128 #3, 338

Comunicación R34, R35, R49, 338

2.

exchange and understand information including preferences and emotions.

Student Edition:

26-27, 32-33, 60-61, 66-67, 94-95, 100-101, 126-127, 132-133, 160-161, 166-167, 192-193, 198-199, 220-221, 226-227, 254-255, 260-261, 288-289, 294-295, 316-317, 322-323, 348-349, 354-355

3.

ask and answer questions in settings that lead to a number of alternative and predictable responses.

INTERPRETIVE

B. LISTENING AND READING

To meet this standard, the teacher can use the information on

1.

determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).

the pages listed below as topics for class discussions.

Student Edition:

88-91, 154-157,
158-159, 216-217,
218-219,
248-251, 252-253,
282-285, 286-287,
344-345, 346-347,
358-363, 364-367,
368-381

Video 87, 119,
153, 159, 191, 215,
244, 287, 315

Student Edition:

R41, 16, 20-21, 22-
23, 54-55, 56-57,
86-87, 88-91, 92-
93, 118-119, 124-
125, 152-153, 154-
157,
158-159, 186-187,
188-189, 190-191,
214-215, 246-247,
280-281, 310-311,
342-343

Student Edition:

312-313, 314-315,
358-363, 364-367,
368-381

Comunicación R4

Refrán 19, 39, 53,
73, 85, 109, 117,
143, 150, 177, 185,
211, 212, 245, 247,
279, 309, 313, 341,
347, 381

2.

derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.

3.

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

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

**PRESENTATIONA
L**

Student Edition:

28-29, 62-63, 96-97, 128-129, 162-163, 194-195, 222-223, 256-257, 290-291, 318-319, 350-351

Comunicación R4,
51, 145, 185, 239,
338

Student Edition:

28-29, 62-63, 96-97, 128-129, 162-163, 194-195, 222-223, 256-257, 290-291, 318-319, 350-351

Comunicación R4,
51, 145, 185, 239,
338

Student Edition:

56-57, 58-59, 88-91, 92-93, 120-123, 124-125, 154-157, 158-159, 188-189, 190-191, 216-217, 218-219, 248-251, 252-253, 282-285, 286-287, 312-313, 314-315, 344-345, 346-347, 358-363, 364-367, 368-381

C. SPEAKING AND WRITING

prepare and present brief oral and written texts using basic verb tenses.

1.

create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).

2.

state the main ideas and pertinent details of oral and written texts.

3.

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

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D. CULTURE

Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following

- **Perspectives** – ideas, meanings, attitudes, values and beliefs:
- **Practices** – patterns of social interactions; and
- **Contributions** – literature, art, music, foods, exports, and leisure activities.
-

The cultural practices covered on the pages below can be used to meet this standard.

Student Edition:

2-3, 22-23, 120-123, 136-137, 138-139, 142-143, 154-157, 248-251, 252-253, 344-345

Aquí y Allí 1, 69

Cultura 27, 116, 145

Video 159, 311, 315

Student Edition:

SH43-SH65, 104-105, 136-137, 138-139, 154-157, 312-313, 314-315

Cultura 7, 17, 25, 75, 87, 89, 93, 116,

1.	discuss the implications of social, geographical and historical factors influencing cultural practices.	_____	_____	_____	_____
2.	describe and discuss common objects, images, products and symbols of the target culture(s).	_____	_____	_____	_____

141, 144, 148, 219,
276

Video 244, 311,
315

Student Edition:

SH35, SH44-
SH65, 24-25, 136-
137, 264, 282-283,
358-361, 364-366,
370-376

Cultura 7, 24, 25,
87, 89, 93, 148,
161

Student Edition:

SH0, SH53, SH65,
137, 188, 252, 359,
365, 370

Cultura 161, 364

3.

explore and discuss contributions (e.g., artistic, scientific,
historical, social, and philosophical) of the target culture(s).

4.

identify major 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).

The issues covered on the following pages can be used to meet this standard.

Student Edition:

2-3, 135-137, 142-143, 154-156, 158-159, 201-203, 218-219, 344-345

Aquí y Allí 1

Conexiones 48, 78, 234, 268

Cultura 156

1.

explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).

The teacher can use authentic sources in addition to the following page references to meet this standard.

Student Edition:

120-122, 123 D, 135-137, 138-139, 142-143, 286-287, 326-327, 344-345

2.

discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).

Aquí y Allí 325
Cultura 145

Information on the pages listed below can be used to meet this standard.

Student Edition:

SH3-SH4, 104, 202-203

Juego 31, 65, 99, 131, 165, 197, 225, 259, 293, 321, 353

3.

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

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F. COMPARISONS

Students will

- develop insights into the complex nature and interaction of language by comparing native and target languages.
- develop insights into the complex nature and interaction of culture by comparing native and target cultures.

The linguistic elements listed on the pages below can be used to meet this standard.

Student Edition:

SH3, 104-105, 202-203

Juego 31, 65, 99, 131, 165, 197, 225, 259, 293, 321, 353

1.

select and apply knowledge of linguistic elements (e.g., cognates, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning.

<hr/> <p>Student Edition: <i>Así se dice</i> 5, 8, 43, 107, 116, 158 <i>En otras partes</i> 5, 8, 42, 73, 106, 177, 232, 237, 266, 301 <i>Nota</i> 138 <i>Te acuerdas</i> 308</p> <hr/>	2.	<p>identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations.</p>	<hr/>	<hr/>	<hr/>	<hr/>
<p>The pages listed below can be used to meet this standard.</p> <p>Student Edition: SR14-SR27, 50, 81, 116, 240 <i>Comparaciones</i> R44 <i>Conexiones</i> 46, 210, 240, 340</p> <hr/>	3.	<p>employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.</p>	<hr/>	<hr/>	<hr/>	<hr/>
<p>The teacher can use the following page references to meet this standard.</p> <p>Student Edition: SH44-SH65, 104-105, 120-122, 123 D, 135-137, 138-139, 142-143, 154-157, 158-159, 218, 230-231, 264-265, 286 <i>Aquí y Allí</i> 1, 69, 135, 229, 297 <i>Comparaciones</i> 215 <i>Cultura</i> 145</p> <hr/>	4.	<p>identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.</p>	<hr/>	<hr/>	<hr/>	<hr/>

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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 teacher can use the following pages to meet this standard.

Student Edition:

SH0-SH1, R28-R29, 2-3, 195, 346-347

Carreras 207

Comunicación R49

Cultura 335

1.

develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target language and its culture(s).

The pages listed below can be used by the teacher to meet this standard.

Student Edition:

SH64-SH65, 136-137, 138-139, 142-143, 195, 312, 314, 319

2.

identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting.
