

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	Glencoe/McGraw-Hill
<b>SUBJECT:</b>	Spanish Level 3
<b>COURSE:</b>	High School
<b>TITLE:</b>	<i>¡Así se dice! Glencoe Spanish 3</i>
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### 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	

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:**  
e.g., R15 #6; 6  
Conexiones, 39 #6,  
106 #7, 245  
Conexiones, 262 #3

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

**Teacher Edition:**  
e.g., R9  
Comparaciones, R12  
Comunicación, R15  
Differentiation, 13  
Refrán

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

**Student Edition:**  
Activities: e.g., 115 #C,  
251 #E, 331 Tarea;  
QuickPass: e.g., 29, 66,  
146, 250, 282;  
StudentWorks™ Plus:  
e.g., R51, 35, 71, 107,  
151, 177, 247, 275, 321

- 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)

**Teacher Edition:** e.g.,  
71, GeoVistas; Online  
Learning: e.g., R24, R43,  
50, 102, 125, 146, 222,  
267; Projects: e.g., 1C,  
96D, 132C, 234C, 268C

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

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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.

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**C.**

**Lexile Framework**

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

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**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**

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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;  
 level-appropriate  
 Transparencies:  
 Maps, Quick  
 Start, Vocabulary  
 with English  
 translations and

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

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

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

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Teachers can  
begin every  
lesson with a  
Quick Start  
transparency.  
Every Chapter  
Opener refers  
students to  
Online Book.  
Vocabulary,  
Grammar, and  
Conversation  
Lesson refers  
students to Web  
site practice and  
teachers to  
online learning  
options.  
Teachers are  
also referred to  
online learning  
for student exam  
prep and  
cumulative  
review. Icons  
identify audio

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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.

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

activities,  
Conversations,  
Lecturas, and  
Literature  
recordings e.g.,  
SE p. 213, 218,  
220, 225. 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 p. 5 and  
TE p. 47, and  
StudentWorks.,  
e.g., SE p. 77.  
Teachers are  
referred to audio  
for Pre-AP, e.g.,  
TE p. 79, and to  
editable  
PowerTeach  
presentations,  
e.g., p. 101.

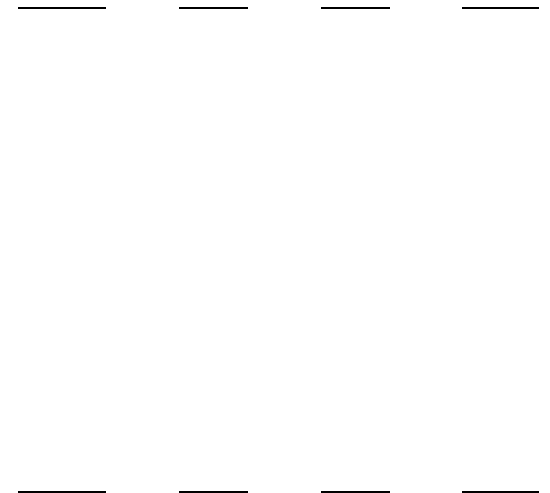
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## B. Scientifically-Based Research Strategies

**Student  
Edition:**  
Categorizing  
charts: e.g., R14  
#1, R26 #1, R51  
#1;  
Word Banks:  
e.g., R15 #3;  
Outline: e.g., 55;  
Inverted  
pyramid: e.g.,  
229; Timeline":  
e.g., 263 #1;  
Webbing: e.g.,  
27 #6, 91 #1;

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



Foldables: e.g.,  
11, 41, 67, 113

**Teacher**

**Edition:**

Graph: e.g., 213  
Differentiation,  
234C; Outline:  
e.g., 132C

Graphic  
Organizers are  
included in  
Transparencies.

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**Student**

2.

**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.,  
118, 152, 188;  
Foldables  
activities;  
Self-Check for  
Achievement  
encourages  
review.

promote writing skills and study techniques .

**Teacher**

**Edition:**

Writing  
Development:  
e.g., R52, 67,  
122; Pre-AP  
writing: e.g., 55,  
82; Projects:

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28C, 60C, 96C,  
132C, 164C,  
200C, 234C,  
268C, 300C

Study  
Techniques: Tips  
for Success:  
e.g., 37, 41;  
Cumulative  
Review: e.g., 58;  
Self-Check: e.g.,  
52

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**Teacher  
Edition:**

Core Instruction  
presents the  
teaching model  
for each  
instructional  
section.  
Emphasis is  
placed on  
differentiated  
instruction, e.g.,  
R17 Step 2, 32  
Step 2, 122 Step  
1. Tips for  
Success and  
Practice notes  
present  
suggestions for  
varying lesson  
presentation  
and/or student  
response: Tips  
for Success:  
e.g., 77, 205;  
Practice notes:  
R8 #1, R9 #5–6;  
R14 #1, 12 #6,  
34 #2, 47 #B  
See Leveling  
Note on R1  
spread.

[Substantive

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3.

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



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**

1.

**Student Edition:**

Lightbulb icons t/o emphasize activities that require critical thinking: e.g., 47 #C, 147 #D–E, 191 #D, 223 #F–G, 327 #C–D. Run-in heads for other Lectura, Literatura, and Conversación activities emphasize comparing, contrasting, describing, explaining, analyzing, etc., e.g., 113 #B, 115, 123, 223 Aquí y Allí emphasizes comparing and contrasting, e.g., 61, 97, as do some Tareas: e.g., 159

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

**Teacher Edition:**

e.g., 1D, 47 GeoVistas; 50 Conexiones; 72 Step 2; 75 Tips for Success; 111

Refrán

**Resources:**

Performance  
Assessment  
Tasks in  
TeacherTools  
require higher-  
order thinking.

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**Student Edition:**

Comunicación  
activities t/o and  
Practice for Oral  
Proficiency pages  
at end of each  
chapter  
encourage  
student-initiated  
responses and  
interaction: e.g.,  
67 #5, 73 #3, 105  
#4–5, 111 #17;  
90, 126, 228, 294

2.

promote student-generated responses.

**Teacher Edition:**

e.g., R50  
Differentiation, 14  
Cultura, 82  
Comparaciones  
and Heritage  
Speakers;  
Chapter Projects  
in interleaf pages  
preceding each  
chapter

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**D. Life Skills**

**Student Edition:**

Health Related  
Concepts: e.g., 6  
#3, 55 Tarea;  
Reference Tools,  
Researching: e.g.,  
SH7, 115 #C, 184  
GeoVistas, 295  
Tarea; Goal

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1.

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

Setting,  
Application to  
Career Oriented  
Goals: e.g., SH1,  
246 Carreras; 327  
Carreras, 331  
Tarea

**Teacher Edition:**  
Reference Tools,  
Researching: e.g.,  
1C, 1D, 268C;  
Health Related  
Concepts: e.g.,  
1D, 28C, 28D; 33  
Presentational;  
Goal setting,  
Application to  
Career Oriented  
Goals: e.g., SH1,  
243 Conexiones,  
246 Carreras, 319  
Comunicación  
and Video, 320  
Carreras

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**Student Edition:**  
Literacy Skills:  
e.g., SH2–SH7;  
Practice for  
written proficiency  
t/o, e.g., 331;  
Self-directional  
Skills: e.g., 331,  
Tarea, Foldables  
t/o, e.g., 216;  
Self-Check t/o,  
e.g., 260–261;  
InfoGap activities,  
e.g., SR6; Online  
practice;  
Interpersonal  
Communication:  
e.g., 211 #7;  
Problem Solving:  
217 Refrán, 245  
Conexiones, 275

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2.

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



#6

**Teacher Edition:**

Literacy Skills:  
Additional  
vocabulary, e.g.,  
69; Writing  
Development,  
e.g., 67; Core  
Instruction for  
Lecturas and  
Literatura;  
Chapter Projects  
in interleaf pages  
preceding each  
chapter;  
Interpersonal  
Communication:  
e.g., 28C; Self-  
directional Skills:  
33 Presentational,  
319  
Comunicación

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**E. Classroom Management**

1.

**Student Edition:**

Audio icon, e.g.,  
11 #6, Más  
práctica box, e.g.,  
11, and  
QuickPass icons,  
e.g., 66, indicate  
opportunities t/o  
for independent  
learning. InfoGap  
(SR2-SR11) and  
Pair and Group  
icons, e.g., 110  
#13 and 111 #17,  
indicate  
opportunities t/o  
for pair and group  
learning.  
Practice for Oral  
Proficiency also

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



provides  
pair/group  
activities, e.g., 22  
#1, #4.

**Teacher Edition:**  
Independent: :  
e.g., R52 Writing  
Development,  
R55 Act. 4, 50  
Teaching Options;  
Pair/Group: e.g.,  
R42 Practice C,  
R55 Act. 3

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QuickStart brings  
the class to order  
and focuses  
attention on  
classwork, e.g.,  
76; Differentiation:  
e.g., 76, 146;  
Self-Check  
scoring: e.g., 192;  
Time limit: e.g.,  
21 Pre-AP, 28C  
#4, 275 Act. 6  
See Quia e-book  
Teacher  
Management  
System to  
manage online  
grading.

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2.

provide classroom management suggestions.

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Teacher Edition  
addresses t/o:  
general: 243 Act.  
3; TPR: e.g., 36,  
101; Learning  
from Realia: e.g.,  
11, 65, 69, 74;  
Differentiation  
(general): e.g.,  
48; Students with  
Auditory  
Impairments: e.g.,

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3.

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

43; Slower Paced Learners: e.g., 36, 53; Students with Learning Difficulties: e.g., 76; Advanced Learners: e.g., 84; Multiple Intelligences: e.g., 52; Teaching Options: e.g., 119; Tips for Success: e.g. 8

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.

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See above; also

**Student Edition:** e.g., 9 #1, 141 #4, 179 #6, 227 #4

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**Student Edition:** Extensive, varied, and realistic individual, pair,

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**F. Instructional Materials**

1. address varied learning styles and multiple intelligences of students by including models.
  
2. provide extensive and varied opportunities to practice skills.


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 puzzles, 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

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numerous and varied audio, video, and workbook online, CD, and DVD activities.

e.g., R30 #1–3, R32–33 #4–8, R51 #1–2, R55–57 #3–9, R45 #1–5, 38 #3, 266 #2–3

**Teacher Edition:**

Every instructional section provides Differentiation models and/or activity suggestions.

Learning from Realia, e.g., 11, affords the opportunity to interpret visuals.

GeoVistas, e.g., 10, encourages use of maps.

e.g., gustar and verbs like gustar, R46 Quick Start, Why it Works!, Core Instruction; R47 Differentiation and Tips for Success 33 Comunicación, 126 Tips for Success for #1, 286 Step 2; e.g., describing, R36 Step 3, R50

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Step 4, R61  
Differentiation, 22  
#2, 28D  
Connection to  
Fine Art, 115  
Practice B

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

3.

**Student Edition:**  
Self-Check for  
Achievement in  
each chapter  
offers self-  
intervention  
opportunity.

Numerous  
practice activities  
are provided t/o,  
e.g., in Chapter 6,  
170–171 #1-5,  
174–175 #1-7,  
176-177 #1-4,  
179 #5-7, 181  
#8–9, 183 #A–C,  
185 #A–D, 187  
#1–2, 191 #A–D,  
192–193 #1–6,  
194 #1–4, 195  
#1–2, 198–199  
#1–7.

provide intervention, practice, and enrichment materials.

Lectura and  
Literatura  
readings are  
provided for

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enrichment.

Nota, En otras partes, and ¡Así se dice! boxes t/o, e.g., 37, 68, 102, provide interesting information, vocabulary, and expressions for enrichment.

Cultura boxes t/o, e.g., 83, 183, 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., R47 Tips for Success, 47 Practice B

Enrichment:  
Chapter Projects and Culture information in interleaf pages preceding each chapter. Also, TE e.g., 11, Learning from Realia, 185 About

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the Spanish Language, 252 Teaching Options, 282 Conexiones; Suggestions for research, e.g., 224 Conexiones, 237 Comunicación, 320 Carreras; Cultural Snapshot information t/o

**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., 48–49, 50,  
220–222, 252–  
253

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

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**Student Edition:**  
Vocabulary and

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

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grammar of each chapter is practiced extensively and embedded in chapter conversation and readings.

Recycled icon t/o, e.g., 66, 78, shows that previously learned material is repeated in the day's lesson.

¡Bravo! icon, e.g., 181, 249, 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 or program; these activities combine acquired skills and allow students to apply them in communicative contexts.

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

Also see e.g.,  
"Chores" theme  
(98–100) and  
present and  
pluperfect tenses  
(108) practiced  
throughout Ch. 4,  
then applied to  
open-ended oral  
and written  
proficiency tasks  
(126–127).

**Teacher Edition:**  
e.g., R38 Tips for  
Success, R39  
Teaching Options,  
12 Why it Works!,  
182 Why It  
Works;

Lesson Plans for  
50- minute and 90  
minute class  
sessions in  
interleaf pages of  
each chapter,  
e.g., 132E, 132F.

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See above. Also:  
**Student Edition:**  
Recycling icons  
indicate sections  
that incorporate  
previously

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6.

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



introduced  
material, e.g., 105  
#4–5;

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

**Teacher Edition:**  
See T3 letter from  
author.

Level 3 Scope  
and Sequence:  
T14-T17

QuickStarts  
connect new  
material with  
previously learned  
material, e.g., 247

Also, e.g., R42  
Why it Works!,  
R46 Why it  
Works!, R63 Why  
it Works!, 12 Why  
it Works!, 58  
Repaso  
cumulativo note,  
80 Lectura (brings  
together chapter  
theme,  
vocabulary, and  
grammar in  
reading), 181  
¡Bravo!, 208  
Conexiones.

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**Student Edition:**  
Repaso  
Cumulativo,  
Practice for oral

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

_____	_____	_____	_____
_____	_____	_____	_____

proficiency, and Practice for written proficiency t/o combine skills and allow students to apply them in communicative contexts. e.g., 91

Tarea brings into writing task chapter theme, vocabulary, and grammar, as well as describing function.

**Teacher Edition:**  
See T3 letter from author.

QuickStarts assist in building cumulative repertoire, e.g., Chapter 4 SE 100 applies reflexive verbs learned in Repaso SE R19.

Also, e.g., R36 Step 2, R60 Teaching Options, 49 Why it Works!, 58 Repaso cumulativo note

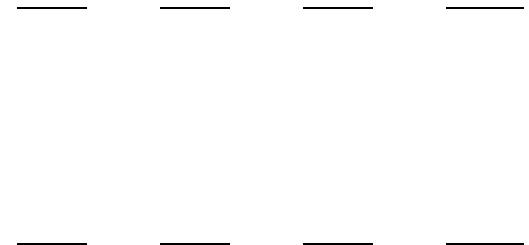
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## G. Assessment

**Student Edition:**  
Each chapter contains Self-Check for Achievement, e.g., 88–89;

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



open-ended  
Practice for Oral  
Proficiency, e.g.,  
90; Practice for  
Written  
Proficiency, e.g.,  
91.

**Teacher Edition:**

Online Self-Check  
Quiz for each  
chapter, e.g., 178,  
193; 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., 204,  
292.

**Resources:**

TeacherTools  
Tarea pages can  
be included in  
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.

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**Student Edition:**

Every chapter contains Self-Check, e.g., 292-293 and Repaso acumulativo, e.g., 298-299.

2.

**Teacher Edition:**

Lesson Plans in interleaf pages indicate opportunities for assessment, e.g., 60D-60F. TeacherTools Quizzes referenced in Resource boxes at appropriate points in TE, e.g., 64; Resource boxes also cite TeacherTools Chapter Tests and Proficiency Tests, e.g., 88; ExamView allows teacher control of format and content of tests and quizzes.

provide on-going progress monitoring.

**Teacher Edition:**

e.g., 60C, 132C

3.

ExamView can be used to create differentiated assessments. Writing Tests A and B are differentiated. Some components of

provide rubric-based differentiated assessment.



Writing Tests and  
all Proficiency  
Tests and  
Performance  
Tasks can be  
assessed with  
rubrics.

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## 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.

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### I. COMMUNICATION

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

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

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

A. Interpersonal

**Student Edition:**

22-23, 54-55, 90-91,  
126-127, 158-159,  
194-195, 228-229,  
262-263, 294-295,  
330-331, SR2-SR11

1.

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

---

**Student Edition:**

15 D, 49 B-C, 123 D,  
219 C, 223 G, 225 A,  
259 E

2.

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

*Comunicación* R19,  
R47, 75, 138, 141,  
207

The teacher can use the following page references to meet this standard.

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

3.

**Student Edition:**

11, 12 #9, 13, 18, 23,  
26 #5, 273

*Cultura* 11

*Te acuerdas* 12, 13

---

**Student Edition:**

26-27, 58-59, 94-95,  
130-131, 162-163,  
198-199, 232-233,  
266-267, 298-299,  
334-335

4.

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

B. Interpretive

The cultural information on the pages listed below can be used to meet this standard.

1.

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



**Student Edition:**

145 #13, 180

Video 5, 36, 68, 100,  
136, 172, 208, 241,  
272, 304

The teacher can use the following page references to meet this standard.

incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).

\_\_\_\_\_

**Student Edition:**

22-23, 54-55, 90-91,  
126-127, 158-159,  
194-195, 228-229,  
262-263, 294-295,  
330-331

2.

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

create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).

\_\_\_\_\_

**Student Edition:**

22-23, 54-55, 90-91,  
126-127, 158-159,  
194-195, 228-229,  
262-263, 294-295,  
330-331

3.

**Student Edition:**

47 B, 79 C, 84-87,  
116-123, 123 C, 152-  
155, 155 D, 183 B,  
186-191, 191 A, 222,  
224-225, 251 D, 255  
A, 256-259, 288-291,  
319 B, 322-327

4.

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

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**D. CULTURE**

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

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

The information listed on the pages below can be used to discuss generalizations about the target culture(s).

**Student Edition:**

62-63, 64-65, 68-69, 80-83, 134-135, 136-137, 148-151, 236-237

*Aquí y Allí* 201

*Cultura* 145, 148, 149

1.

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

\_\_\_\_\_

The cultural practices shown on the pages below can be used by the teacher to meet this standard.

**Student Edition:**

SH40-SH55, 62-63, 64-65, 68-69, 80-83, 148-151, 184-185, 236-237, 252-255, 270-271, 284-287

*Cultura* 148, 149, 150

*Video* 19, 83, 147,

2.

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

\_\_\_\_\_

185, 221, 253, 287, 321								
The teacher can use the pages listed below to meet this standard.								
<b>Student Edition:</b>								
2-3, 30-31, 62-63, 80-83, 98-99, 146-147, 148-151, 270-271, 284-287, 302-303	3.							
<i>Cultura</i> 80, 81, 83, 107								
<i>Video</i> 47, 79, 109, 113								
<b>Student Edition:</b>								
SH40-SH55, 2-3, 63, 202-203, 204, 208, 270-271, 284-287	4.							
<i>Cultura</i> R8, 72, 114, 125, 143, 185, 210, 221, 274, 283, 285								
<i>Video</i> 83, 287								
<b>Student Edition:</b>								
SH40-SH55, 84, 202-203, 204, 208-209, 220-221, 236-237, 282-283, 284-287, 288	5.							
<i>Aquí y Allí</i> 269								
<i>Conexiones</i> 207								
<i>Cultura</i> R15, 312, 323								
<i>Video</i> 211, 287								
<b>Student Edition:</b>								
	6.							

SH0, SH46, SH47,  
84, 117, 153, 187,  
202-203, 204, 209,  
220-221, 222, 224,  
236-237, 257, 288  
*Conexiones* 207  
*Cultura* 117, 122,  
213, 220, 231, 246,  
247, 323

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

**Student Edition:**

30-31, 80-83, 134-135, 202-203, 208-209, 238-239, 284-287

*Aquí y Allí* 29, 133, 201

*Cultura* 80, 81, 83

1.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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This standard can be met by using the following page references.

**Student Edition:**

80-83, 236-237,  
238-239, 250-251

*Comunidades* 251

*Cultura* 243

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**Student Edition:**

SH4, 247, 270,  
276, 278, 280

*Conexiones* 255

*Estudio de*

*palabras* 67, 139,  
171, 175, 207, 241,  
309

*Juego* 25, 57, 93,  
129, 161, 197, 231,  
265, 297, 333

*Ojo* R5

---

2.

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

\_\_\_\_\_

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

**Student Edition:**

145 #13, 180

Video 5, 36, 68,  
100, 136, 172, 208,  
241, 272, 304

**Student Edition:**

SH3, 144, 180,  
216, SR16, SR32-  
SR39

*En otras partes*  
144

*Estudio de palabras* 67, 139,  
171, 175, 207, 241,  
309

*Juego* 25, 57, 93,  
129, 161, 197, 231,  
265, 297, 333

*Ojo* R5

The teacher can use the following

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.	_____	_____	_____	_____
3.	select and incorporate words, expressions and behaviors that	_____	_____	_____	_____

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page references to meet this standard.

**Student Edition:**

80-83, 134-135,  
136-137, 148-151

*Aquí y Allí* 133

*Así se dice* 283

*Conexiones* 139

*Cultura* R9, R44,  
80, 81, 148, 149,  
150, 151

*En otras partes*  
144

*Te acuerdas* 12

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**Student Edition:**

8, 214, 245, 247,  
276, 278, 280,  
SR24-SR28

*Conexiones* 44, 72

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This standard can be met by using the following page references.

**Student Edition:**

30-31, 64-65, 68-69,  
80-83, 98-99, 202-203,  
208-209, 236-237,  
238-239, 252-255

*Aquí y Allí* 29, 201,  
235, 269

*Comunidades* R21,  
70

*Video* 211

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appropriately denote registers of language.

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.

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

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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 pages listed below can be used to meet this standard.

**Student Edition:**

SH0-SH1, 235, 236-237, 238-239, 250-251

*Aquí y Allí* 235

*Comunidades* R44, 251

*Cultura* 243

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).

\_\_\_\_\_

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

**Student Edition:**

SH0-SH1, 236-237, 238-239, 250-251, 301, 302-303, 320-321

*Aquí y Allí* 235, 301

*Carreras* 246, 327

*Comunidades* R44,

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).

\_\_\_\_\_

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251

*Cultura* 243

*Video* 319, 321

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The teacher can use the following page references to meet this standard.

**Student Edition:**

SH0-SH1, 250-251

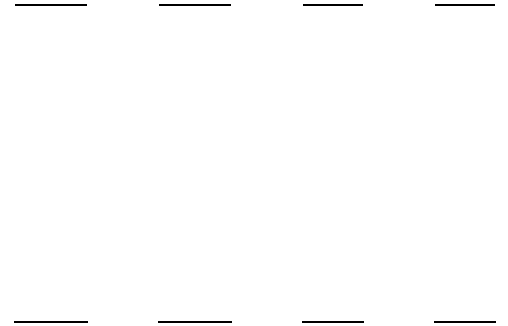
*Aquí y Allí* 235

*Comunidades* R44, 251, 275

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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).



**LEVEL IV MODERN LANGUAGES**  
**SPECIFIC CRITERIA FOR CONTENT AND SKILLS**

The expansion of communication skills remains the focus of Modern Foreign Languages Level IV objectives. Level IV students expand communication skills by initiating and maintaining conversations using an extensive vocabulary on a number of topics and in various settings. They also use a variety of interrogative styles and other interactive techniques to exercise control during communication. Level IV students successfully explain or describe concepts when the precise term is not available. These students supplement their vocabulary by referring to dictionaries and other references, rather than relying on the teacher. Students report, narrate and describe by connecting sentences with transitions to create paragraph-length discourse in both oral and written communication. They express, with ease, their own thoughts in numerous tenses on an impromptu basis. They also respond to hypothetical situations and react with other types of speculative thinking, e.g., stating hopes, wishes and rationales. Level IV students communicate with little hesitation and with an accent/intonation that does not detract from comprehensibility. Errors may occur from time to time without any significant effect on the flow of communication. Students are comprehensible to a native speaker, with clarification as needed.

Efficient use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives continues to lead students to proficiency. It is still important to note that knowledge and skills acquired in previous levels are maintained and expanded in this and subsequent levels.

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

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**I. COMMUNICATION**

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

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

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

Interpersonal

_____	FL.O.LIV.1.01	engage in extended written and spoken dialogue (e.g., interviews, detailed descriptions, narrations, discussions of contemporary and historical issues) employing level-appropriate vocabulary and structure.	_____	_____	_____	_____
_____	FL.O.LIV.1.02	generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).	_____	_____	_____	_____
_____	FL.O.LIV.1.05	ask and answer questions in open-ended and hypothetical settings.	_____	_____	_____	_____

Interpretive

_____	FL.O.LIV.1.06	analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music)	_____	_____	_____	_____
_____	FL.O.LIV.1.07	elaborate on personal interpretations gained from discussions, narratives and various authentic presentations.	_____	_____	_____	_____
_____	FL.O.LIV.1.08	recognize and make sense of authentic, oral and written, language supported by minimal contextual and or/or visual prompts.	_____	_____	_____	_____
_____	FL.O.LIV.1.09	view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.	_____	_____	_____	_____

Presentational

_____	FL.O.LIV.1.11	select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.	_____	_____	_____	_____
_____	FL.O.LIV.1.12	produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays, reports, poetry, short stories).	_____	_____	_____	_____
_____	FL.O.LIV.1.13	paraphrase and/or summarize the main ideas and pertinent details of oral and written texts.	_____	_____	_____	_____

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**II. 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.

_____	FL.O.LIV.2.01	explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.	_____	_____	_____	_____
_____	FL.O.LIV.2.02	analyze the origin and implications of generalizations about the target culture(s).	_____	_____	_____	_____
_____	FL.O.LIV.2.03	incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).	_____	_____	_____	_____
_____	FL.O.LIV.2.04	examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective.	_____	_____	_____	_____
_____	FL.O.LIV.2.06	explore historical and societal issues from a perspective within the target culture(s) (e.g., how depletion of the rain forest impacts culture of Central and South America, young workers in French society).	_____	_____	_____	_____
_____	FL.O.LIV.2.07	define the impact of historical and contemporary figures of the target culture(s).	_____	_____	_____	_____

(Vendor/Publisher) SPECIFIC LOCATION OF	(IMR Committee) Responses
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### III. 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).

_____	FL.O.LIV.3.02	formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events).	_____	_____	_____	_____
_____	FL.O.LIV.3.03	analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts (e.g., literary texts, news broadcasts, newspaper/magazine editorials).	_____	_____	_____	_____
_____	FL.O.LIV.3.04	use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms).	_____	_____	_____	_____

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**IV. 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.

_____	FL.O.LIV.4.01	discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., in Spanish difference in sound of initial “d” as opposed to intervocalic “d”).	_____	_____	_____	_____
_____	FL.O.LIV.4.02	apply knowledge of linguistic patterns to circumlocute in order to communicate effectively.	_____	_____	_____	_____
_____	FL.O.LIV.4.03	judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.	_____	_____	_____	_____
_____	FL.O.LIV.4.04	analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors.	_____	_____	_____	_____
_____	FL.O.LIV.4.05	predict and describe future cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which would enable these exchanges.	_____	_____	_____	_____

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**V. 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.

_____	FL.O.LIV.5.01	seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations, target language media channels, long distance conferencing).	_____	_____	_____	_____
_____	FL.O.LIV.5.02	refine and use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, work-based learning for international associations/businesses, exchange programs, foreign travel, sports, cuisine, fine arts).	_____	_____	_____	_____
_____	FL.O.LIV.5.03	expand personal use of the target language (e.g., establishing associations with community heritage language clubs and organizations, teaching mini lessons to elementary students, tutoring, mentoring ELL students, translating, assisting speakers of other languages) within and beyond the school setting.	_____	_____	_____	_____