

INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER:	Glencoe/McGraw-Hill
SUBJECT:	Spanish Level 4
COURSE:	High School
TITLE:	<i>¡Así se dice! Glencoe Spanish 4</i>
COPYRIGHT DATE:	© 2009
SE ISBN:	978-0-07-877785-1
TE ISBN:	978-0-07-880500-4

GENERIC EVALUATION CRITERIA GROUP VI – 2007 TO 2013

FOREIGN LANGUAGE—LEVEL IV

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	

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:

e.g., 30, D, 33, C, 35,
Composición, 49, E, 122,
Carreras, 135, #4, 145,
#3, 241, Composición

Teacher Edition: e.g.,
32, Cultura, 59, Cultura,
145, Pre-AP, 301, Tips
for Success

Student Edition:

Activities: e.g., 27,
Composición, 193,
Composición, 347,
Composición;
QuickPass: e.g., 1, 53,
105, 169, 215, 267, 319,
367;
StudentWorks™ Plus is
available to the students
t/o and is
referenced in Teacher
Edition interleaf pages of
each chapter; Video
Activities require
students to access and
process information from
technology sources.

Teacher Edition:

e.g., 59, Cultura, 171, #1;
Online Learning: e.g., 2,
14, 29, 47, 68, 83;
Video in the Classroom:

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

B. 21st Century Tools

- Problem-solving tools (such as spreadsheets, _____)

e.g., 16, 70, 121;
TeacherWorks™ Plus:
e.g., 52, 104, 168

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.

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)

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 IV**

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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:
 Gramática en
 vivo; Cultura en
 Vivo/Videopaseo
 ; Audio CDs;
 level-appropriate
 Transparencies:
 Maps,
 Vocabulary with
 English
 translations and
 overlays, Self-
 Check
 Worksheets and
 Answers; Fine
 Art

Transparencies;
ExamView®
Assessment
Suite,
Vocabulary
PuzzleMaker

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

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

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

Every Chapter Opener refers students to Online Book. Each lesson of a chapter (Culture, Grammar, Journalism, and Literature) refers students to Web site practice and teachers to online learning options. Icons identify listening opportunities and audio activities, e.g., SE 6, 15, as well as opportunities for keyboarding Compositions, e.g., SE 67, 81, 95, 149. Core Instruction/ Practice

3. integrate technology into the curriculum.

suggestions integrate the audio into the day's lesson. Students and teachers are referred at appropriate points to the Video Program, Gramática en vivo, e.g., SE 123 and TE 185. Each chapter ends with Videopaseo, a video program that introduces students in three separate video segments to three aspects of the country studied in that chapter. All technology resources for each chapter are referenced in TE interleaf pages, e.g., TE 214B.

B. Scientifically-Based Research Strategies

Student

Edition:

Categorizing charts, e.g. 87, 203, 229, 249, 281; Tables, e.g., 79, 345; Pie chart, 89; Webbing, e.g., 27; 42, 67, 117, 301, 331; Word Banks, e.g., 81, 203;

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



Graphic Organizers, e.g., 35, 145, 193, 331.

Teacher Edition: focus is on communicative strategies t/o, varying teacher-directed and student-directed interactions: e.g., Teaching Options, Cultura, 4, Tips for Success, 5, Conexiones, 9, Step 2, 29, Conexiones, 30, Tips for Success, 54, Teaching Options, 130, Core Instruction, 174.

Graphic Organizers are included in Transparencies.

Student Edition: Writing Skills: Every chapter includes numerous opportunities for development of writing proficiency, e.g., 13, 35, 81, 95, 117, 165, 193, 229, 249, 281, 331, 389.

StudyTechniques: The What, Why, and How of Reading, SH2-

2.

promote writing skills and study techniques .



SH5; Reading Strategies, e.g., 93, 98; Practice for Proficiency activities encourage the use of dictionary resources, e.g., 81, 135; Self-Check for Achievement encourages review.

Teacher Edition:
Writing Skills: e.g., Practice E, 325; Pre-AP writing, e.g., 117.

Study Techniques:
Self-Check, e.g., 26, 144, 228, 382

Core Instruction presents the teaching model for each instructional section. Suggested teaching models are varied and logically matched with content and student needs, e.g., 58, 60, 106, 108, 230, 360. Emphasis is placed on differentiated instruction, e.g., 33, Practice C, 42, Practice A, Step 4, 60, Core Instruction, 86, Step 2, 307. Tips for Success and Practice notes

3.

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



present suggestions for varying lesson presentation and/or student response: Tips for Success, e.g., 5, 36, 89, 127; Practice, e.g., 3 #1–2, 5 #A, 112 #E, 113 #F. [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 indicate
activities that
promote higher
order thinking
skills: e.g.,
33 #B, 49 #C, 50
Ep. 1, #3, 95 #D-
E, 206 #C, 308
#E, 351 #A; Run-
in heads for
Después de leer
activities
emphasize
comparing,
contrasting,
describing,
explaining,
analyzing, etc.,
e.g., 255, 299,
327, 363.

1.

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

Teacher Edition:

e.g., 4, Cultura,
32, Cultura, 44,
Conexiones, 49,
Comunicación,
145, Pre-AP,

Student Edition:

Communicative activities
t/o encourage student-
initiated responses and
interaction: e.g., Practice

2.

promote student-generated responses.

for Proficiency, 13, 27, 35, 67, 81, 89, 117, 135, 145, 183, 193, 203, 229, 241, 249

Teacher Edition: e.g., 10, Comunicación, 270, Comunidades, 274, Conexiones, 301, Tips for Success

D. Life Skills

Student Edition:
Health Related
Concepts: e.g., 194 #1, 196, Antes de leer, 203 #1–2, Composición; Goal Setting, Application to Career Oriented Goals: e.g., SH–SH1, 87, Carreras, 122, Carreras, 341 #3; Reference Tools, Researching: e.g., 35, Composición, 81 #2, 229, Composición, 345 #E

1.

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

Teacher Edition:
Health Related
Concepts: e.g., 58, Conexiones, 59, Cultura, 194, Step 2, 197, Practice C; Reference Tools and Researching: e.g., 59, Cultura, 110, Conexiones, 175, Comunicación, 274, Comunicación, 298, Core Instruction

Student Edition:
Interpersonal
Communications:
e.g., 33 #C, 211 #B,

2.

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

241, Composición;
Literacy Skills: e.g.,
SH2–SH5, 101 #E;
Problem-solving:
e.g., 29, Antes de
leer, 35,
Composición, 363
#J; Self-directional
Skills: e.g., 87 #E
and Carreras, 122,
Carreras, Online
Practice t/o; Self-
Check t/o

Teacher Edition:

Literacy Skills: e.g.,
150, Pre-AP, 308,
Differentiation, Core
Instruction for
readings and
literature t/o;
Interpersonal
Communications:
e.g., 111,
Comunicación, 275,
Heritage Speakers

E. Classroom Management

Student Edition and

Teacher Edition:

indicated by icons
t/o. Audio icons: e.g.,
2, 58; Pair icons,
e.g., 3 #1, and Group
icons, e.g., 3 #3,
indicate opportunities
for pair and group
learning. QuickPass
icons, e.g., 37,
indicate opportunités
for independent
learning.

Teacher edition:

Pair/Group: e.g., 142,
Comunicación;

1.

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

Independent: e.g.,
70, Act. 3

Teacher Edition
addresses t/o; e.g.,
3, 9, 22 (notes for
Act. 12, 13), Practice
B, 33

Self-Check scoring:
e.g., 202

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

Teacher Edition
addresses t/o:
e.g., Multiple
Intelligences: e.g., 5,
11, 252; Slower
Paced Learners, e.g.,
88, 176, 228;
Advanced Learners,
e.g., 100, 176;
Heritage Speakers,
e.g., 107, 181, 227

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

Resources:
Editable ExamView
allows differentiated
assessment.

2.

provide classroom management suggestions.

3.

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

F. Instructional Materials

See above; also

1. address varied learning styles and multiple

Student Edition:

e.g., 121 #5, 122 #8,
129 #23–24, 131
#28, 283 #2, 285 #4,
286 #6, 288 #7, #10,
290 #11

intelligences of students by including models.

Extensive, varied,
and realistic
individual, pair, and
group activities range
from guided practice
to open-ended. They
include audio, oral,
and written
vocabulary,
grammar, and
multiple-skills
practice and reading
comprehension
questions. Escuchar,
Leer, Hablar, and
Escribir activity
heads alert students
to variations in
practice
opportunities.
Self-check for
achievement and
Practice for
proficiency activities
in every chapter
provide additional
practice
opportunities.
Ancillaries and online
resources provide
additional practice.
QuickPass and Video
boxes draw students'
attention at
appropriate junctures
to numerous and
varied audio, video,
and workbook online,
CD, and DVD
activities.

2.

provide extensive and varied opportunities to practice
skills.



Student Edition:

e.g., 120–122 #1–10,
134 #1, 135 #1–3;

Teacher Edition:

e.g., 6 Why It Works!;
128 Why it Works!;

Summarizing: e.g., 5

Tips for Success, 18

#7, 29 Step 2, 155

Steps 2–3; Open-

ended Narration:

e.g., 58 Conexiones,

141 Step 2, 179

Conexiones, 211

Cultura, 298

Differentiation

Program offers
technology and print
practice materials,
Fine Art
Transparencies,
Cultural Video
(Videopaseo).

Also:

Student Edition:

Self-Checks for
Achievement in each
chapter offer self-
intervention
opportunity, e.g. 202

Numerous practice
activities are
provided t/o each
lesson of each
chapter.

Cultura, Periodismo,
and Literatura
readings in each
chapter provide
enrichment.

3.

provide intervention, practice, and enrichment
materials.

Teacher Edition:

Practice: see above;
 Intervention:
 Multiple and varied opportunities for formative assessment (SE activities and TeacherTools Quizzes, Lesson Tests, etc.) allow teachers to decide on appropriate intervention.
 Enrichment: e.g., 58 Conexiones, 224 Conexiones;
 Suggestions for research, e.g. 59 Cultura; Cultural Snapshot information t/o

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Student Edition:

29, 32, 86, 98–99, 141–142, 196, 210, 259–262, 295–296, 298

Grammar focus of each chapter is practiced

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

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

extensively and embedded in chapter readings.

Student Edition:

Preterite, 6–9, 13 #2, 14–21, 27, 29–33, 35, 2–3, 47–49 (See Teacher Edition note, 6); Imperative, 190–193, 196–197; Present perfect tense, 234–235, 240–241, 243, 246, 257. See Lesson Plans in interleaf pages of each chapter, e.g., 1C–1D;

See above. Also: **Student Edition:** Comunicación, Self-Check for Achievement, and Practice for Proficiency activities t/o combine acquired skills and allow students to apply them in communicative contexts.

Teacher Edition:

See Level 4 Scope and Sequence, T18–T21; also e.g., Core Instruction 298

Chapter Lesson Plans for 50-

6.

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



minute and 90-minute class sessions, e.g., 104C–104D, 104E–104F.

The ¡Así se dice! Level 4 Spanish Program serves as the capstone for ASD Levels 1, 2, and 3. It brings together all previously taught grammar and vocabulary in a context rich in cultural, historical, and authentic reading selections. Previously acquired skills are perfected and refined through the carefully constructed and integrated vocabulary, grammar, and reading comprehension activities. See Scope and Sequence, Teacher Edition, T6–T21.

7.

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

G. Assessment

Student Edition: Each chapter contains three Self-Checks for Achievement, e.g., 144; open-ended Practice for proficiency, e.g.,

1.

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

145.
Also: e.g., 13, 27,
35

Teacher Edition:

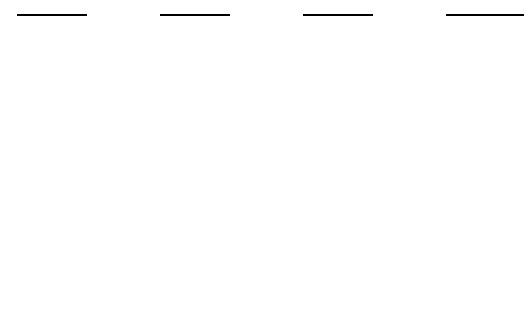
e.g., 298, 381.
Open-ended
questioning t/o.
Rubrics
suggested for
speaking and
writing tasks. See
rubric examples
1F;
ExamView: e.g.,
233. Resource
boxes refer
teacher to
appropriate
section ancillary
tests, quizzes,
ExamView, e.g.,
184, 258.
Video program
activities can be
utilized for
assessment.
Multimedia:
TeacherTools
includes Listening
Comprehension
Tests.
Transparencies
include Self-
Check
Worksheets.

Student Edition:

Every chapter
contains three
Self-Check for
achievement and
Practice for
proficiency
sections, e.g., 88,
89.

2.

provide on-going progress monitoring.



Resources:

Workbook and Audio Activities book

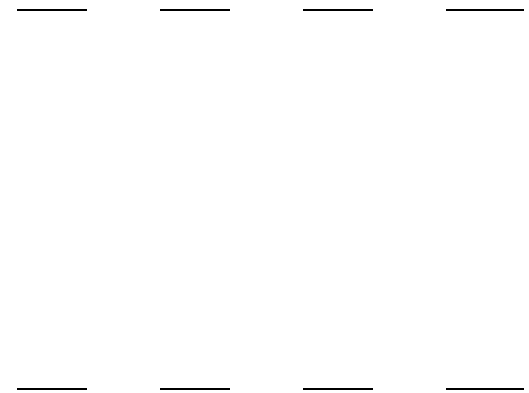
Teacher Edition:

Lesson Plans in interleaf pages indicate opportunities for assessment, e.g., 104C–104D.
Quizzes referenced at appropriate points in TE: e.g., 58;
Lesson Tests referenced at appropriate points in TE Resource boxes: e.g., 98;
Comprehensive Chapter Tests, Proficiency Tests referenced in TE: e.g., 103;
ExamView allows teacher control of tests and quizzes

ExamView can be used to create differentiated assessments. Some components of Lesson and Comprehensive Tests and all Proficiency Tests can be assessed with rubrics.

3.

provide rubric-based differentiated assessment.



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.

A. Interpersonal
Student Edition:

Composición 49 D,
E

Prepárate para el examen 13 #3, #5,
27 #1, #2, #3, 35
#1, #2, #3

**Teacher
Wraparound
Edition:**

C 49

This standard can
be met during
classroom
instruction using
the following page
references.

Student Edition:

Composición 35,
89, 145, 293

Comunicación 139,
288

Prepárate para el examen 89 #1, 135
#4, 241 #2, 293 #2,
301 #2

Student Edition:

207 E, H

Comparaciones
219

Comunicación 211

Prepárate para el examen 117 #5,
135 #1, #2, #4, 145
#1, #2

1.

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.

2.

generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).

3.

ask and answer questions in open-ended and hypothetical settings.

Teacher Wraparound Edition: C 226; T 8							
B.Interpretive Student Edition: <i>Antes de leer</i> 39 <i>Comunicación</i> 33 <i>Conexiones</i> 160 <i>Después de leer</i> 94 B, 149 B <i>Estrategia</i> 153 <i>Expansión</i> 97 <i>Prepárate para el examen</i> 117 #4	1.						
Teacher Wraparound Edition: D 84; T 38, 48		analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music)					
Student Edition: <i>Conexiones</i> 42, 95 <i>Después de leer</i> 45 D, 49 C, 149 C, 165 F, 206 D, 255 C	2.						
Teacher Wraparound Edition: C 142		elaborate on personal interpretations gained from discussions, narratives and various authentic presentations.					
Student Edition: <i>Antes de leer</i> 47, 205 <i>Después de leer</i> 94 C, 149 D, 165 E, 206 C, 263 G <i>Estrategia</i> 163,	3.	recognize and make sense of authentic, oral and written, language supported by minimal contextual and or/or visual prompts.					

258

**Teacher
Wraparound
Edition:**

C 226; T 38

Student Edition:

Comparaciones

100

Comunicación 211

Conexiones 95

Cultura 111 C

Después de leer

95 E, 101 D, E

4.

**Teacher
Wraparound
Edition:**

C 142, 181, 211; D

113

view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.

C.Presentational

Student Edition:

Composición 281

Comunicación 131,
139, 187

Gramática 118-
119, 127-128, 184-
185, 186

1.

*Prepárate para el
examen* 145 #2

**Teacher
Wraparound
Edition:**

C 142; TO 130;

WIW 128

select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.

Student Edition:

Composición 27,
67, 81, 117, 145,

2.

produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays,

183, 193, 229

Prepárate para el examen 117 #4, 193 #1

reports, poetry, short stories).

Student Edition:

Comunicación 211, 297

Conexiones 44

Después de leer 49 C, 87 A, 149 B, 151 A, 165 A, 263 C

3.

Prepárate para el examen 117 #3

Teacher Wraparound Edition:

I 162

paraphrase and/or summarize the main ideas and pertinent details 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.

This standard can be met during classroom

1.

explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.

instruction using the following page references.

Student Edition:

Comparaciones
100

Composición 229

Conexiones 95

Prepárate para el examen 183 #2

Teacher

Wraparound

Edition:

C 59, 111, 172,
173, 209; HS 63;
WIW 56

This standard can be met during classroom instruction using the following page references.

Student Edition:

Comunicación 211

Conexiones 95

Cultura 111 C

Después de leer
95 E, 101 D, E

Teacher

Wraparound

Edition:

C 173, 179, 211; D
113

This standard can be met during classroom instruction using the following page

2.

3.

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

incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).

references.

Student Edition:

190, 227

Composición 203,
241, 249

Comunicación 191,
211, 235

Teacher

Wraparound

Edition:

GT 187; T 189

Student Edition:

65

Composición 67,
81, 229

Cultura 220-221

*Prepárate para el
examen* 117 #2,
183 #2

4.

Teacher

Wraparound

Edition:

C 111, 210; HS
227

examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective.

Student Edition:

111

Antes de leer 93,
150

Composición 229

Conexiones 95

Después de leer
95 E, 151 B, 211 A

5.

Teacher

Wraparound

Edition:

C 210, 211

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).

Student Edition:

113

Comparaciones

100

Después de leer

95 E, 151 B, 253 C

Literatura 162, 209*Prepárate para el**examen* 117 #4**Teacher****Wraparound****Edition:**C 113, 211

6.

define the impact of historical and contemporary figures of the target culture(s).

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
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This standard can be met during classroom instruction using the following page references.

Student Edition:*Antes de leer* 93, 150*Composición* 67, 229*Conexiones* 95*Después de leer*

95 E, 151 B, 211 A

Teacher**Wraparound****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).

Edition:
C 210, 211

1. formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events).

This standard can be met during classroom instruction using the following page references.

Student Edition:

Después de leer
42 D, 45 D, 49 C,
95 E, 101 E, 151
B, 253 C

Literatura 162

**Teacher
Wraparound
Edition:**

C 148, 211

2.

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).

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

Student Edition:

Comparaciones 76
Gramática 14-16,
17-19, 20-21, 68-
71, 72-73,
74-75, 118-119,
127-128, 184-185,
186

3.

use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms).

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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 instruct pronunciation patterns.

Student Edition:

Comunicación 75, 122, 125, 126

Conexiones 95

Prepárate para el examen 81 #1, 117 #2, 135 #1, #4, 281 #2

Teacher Wraparound Edition:

C 111; TS 67

1.

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”).

2.

The pages listed below can be used by the teacher to evaluate circumlocution strategies employed by

apply knowledge of linguistic patterns to circumlocute in order to communicate effectively.

students.

Student Edition:

Comparaciones
219

Comunicación 211

Cultura 63 F

Prepárate para el examen 135 #1, #2, #4, 145 #1, #3

Teacher

Wraparound

Edition:

C 65, 226; T 8

This standard can be met through classroom discussion of and practice with the following references.

Student Edition:

190, 227

Composición 203, 241, 249

Comunicación 191, 211, 235

Teacher

Wraparound

Edition:

GT 187; T 189

The pages listed below can be used to meet this standard in classroom discussion.

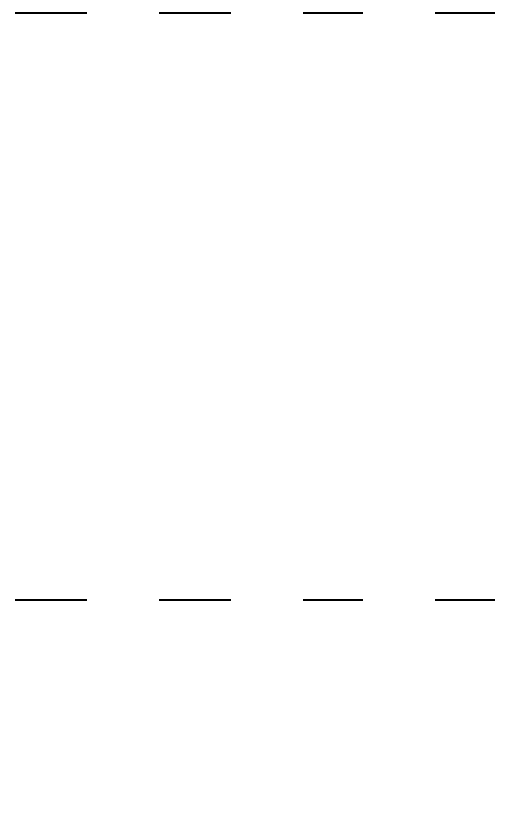
Student Edition:

3.

judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.

4.

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.



Comparaciones 76

Gramática 17-19,
20-21, 68-71, 72-
73, 74-75,
118-119, 127-128,
184-185, 186, 230-
231, 232-233

This standard can
be met through
classroom analysis
of the following
references.

Student Edition:

Composición 229
Comunidades 371
Conexiones 95
Cultura 369-370
*Prepárate para el
examen* 183 #3

Teacher

Wraparound

Edition:

C 59, 111, 172,
173, 209; HS 63;
WIW 56

5.

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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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.

This standard can be met during classroom discussion and assignment of the following page references.

Student Edition:

Prepárate para el examen 229 #1, #5

Videopaseo 50, 102, 166, 212, 264, 316

Teacher Wraparound Edition:

C 226; HS 63

This standard can be met during classroom discussion of the following page references.

Student Edition:

Carreras 87

1.

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).

2.

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).

*Composicion 145,
249, 347*

Comunicacion 139

*Prepárate para el
examen 145 #2*

**Teacher
Wraparound
Edition:**

C 142, 247; SH 1;
WIW 137

This standard can
be met during
classroom
discussion and
assignment of the
following page
references.

Student Edition:

*Comunicación 33,
139*

*Comunidades 87,
371*

*Prepárate para el
examen 117 #4*

**Teacher
Wraparound
Edition:**

C 11, 16, 65, 113;
HS 227

3.

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.
