

VENDOR: EMC/Paradigm

INSTRUCTIONAL MATERIALS: Exploring French

SUBJECT: Foreign Language (French)

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SE ISBN: 0-8219-1193-7

TE ISBN: 0-8219-1194-5

COMMENTS: _____

**FOREIGN LANGUAGE EXPLORATORY
SPECIFIC CRITERIA**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

I = In-depth
A = Adequate
M = Minimal
N = Nonexistent

(IMR Committee)
RESPONSES
I A M N

Foreign Language Exploratory is intended as a preparatory phase for continued foreign language learning through articulation with high school level programs. This initial experience should provide real life language experiences which are standards-based and goal-oriented. Therefore, instructional materials should include but not be limited to information and materials needed to:

A. COMMUNICATIONS

	1. Request and exchange basic information on personal needs, courtesies, feelings and dislikes, and other familiar topics, using the target language (e.g., numbers, commands, family vocabulary, etc.). FLEX.1,4,5,6,8,13,15,16	___	___	___	___
	2. Describe objects in the immediate environment. FLEX.2,15,17	___	___	___	___
	3. Follow basic instruction in the target language to participate in classroom and cultural activities. FLEX.3	___	___	___	___
	4. Comprehend the main idea of short conversations or readings on familiar topics. FLEX.7,13	___	___	___	___
	5. Read isolated words and phrases in a situational content (e.g., menus, signs, school advertisements). FLEX.11	___	___	___	___
	6. Read language that the student is able to use in conversation. FLEX.12	___	___	___	___

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B. CULTURES

	1. Observe and identify daily routines, cultural viewpoints and practices (e.g., arts and crafts, religions, music and dance). FLEX.8-10,14,18,21-22	___	___	___	___
	2. Identify common generalizations about the target culture(s) including but not limited to artistic, scientific, and philosophical contributions. FLEX.19,23	___	___	___	___
	3. Identify social, geographical, and historical factors that impact cultural practices. FLEX.20,23	___	___	___	___
	4. Recognize that common words, phrases, idioms, and behaviors reflect the target culture (e.g., slang expressions & informal conversation). FLEX.24-25	___	___	___	___
	5. Identify differences in cultural practices among same-language cultures. FLEX.25,27	___	___	___	___

C. CONNECTIONS

	1. Recognize structural similarities and differences, including sound patterns, word formation patterns, connotations and denotations, sentence structure, and idiomatic expressions. FLEX.26,28	___	___	___	___
	2. Demonstrate an awareness of sociolinguistic conventions (e.g., verbal and nonverbal courtesies towards adults versus peers: the Spanish “tú” or “usted”). FLEX.29	___	___	___	___
	3. Identify opportunities to use the target language outside the classroom. FLEX.30-33,36	___	___	___	___
	4. Identify careers, including ones not requiring a college education, that use foreign languages; be aware of how foreign language skills increase marketability. FLEX.34-36	___	___	___	___

D. MULTIMEDIA

	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies	___	___	___	___
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_____	and worksheets) at all levels.				
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.	___	___	___	___
_____	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	___	___	___	___
_____	b) Computer software to access information and provide materials for research.	___	___	___	___
_____	c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___