

INSTRUCTIONAL MATERIALS: Ima! I

VENDOR: EMC/Pardigm

SUBJECT: Foreign Language (Japanese)

COPYRIGHT DATE(S): 2001

SE ISBN: 0-8219-2235-1

TE ISBN: 0-8219-2239-4

COMMENTS: _____

The multimedia component is not found in any of the Japanese texts submitted for consideration.

The committee did not consider it in its deliberation.

**FOREIGN LANGUAGE
SPECIFIC CRITERIA
LEVEL I**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

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

(IMR Committee)
RESPONSES
I A M N

The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using memorized words and phrases in the target language. Topics of reading and conversation center around immediate concerns and interests. Comprehension is generally more developed than language production. Basic communicative tasks are facilitated by memorized patterns, resulting in fewer errors:

The Foreign Language program provides students with opportunities, information, and materials in order to:

A. COMMUNICATIONS

- | | | | | | |
|-------|--|-------|-------|-------|-------|
| _____ | 1. Ask and answer questions concerning basic information (e.g., courtesies, greetings, likes and dislikes, personal needs). 1.1,1.4,1.5 | _____ | _____ | _____ | _____ |
| _____ | 2. Give and follow written and spoken instructions. 1.3,1.6,1.13 | _____ | _____ | _____ | _____ |
| _____ | 3. Produce and comprehend the description of people and/or things in the immediate environment. 1.2,1.10 | _____ | _____ | _____ | _____ |
| _____ | 4. Recognize isolated words and phrases in a situational context, short conversations, and narratives (e.g., menus, signs, schedules, advertisements, and song). 1.7, 1.8, 1.9, 1.11, 1.29 | _____ | _____ | _____ | _____ |
| _____ | 5. Write and/or recite familiar words or phrases in a variety of situations. 1.14, 1.15, 1.16 | _____ | _____ | _____ | _____ |

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B. CULTURES

_____	1. Identify social, geographical and historical factors that impact the target culture. 1.20	___	___	___	___
_____	2. Observe and identify daily routines and common generalizations about the target culture. 1.17,1.18, 1.19	___	___	___	___
_____	3. Be cognizant of artistic, scientific and philosophical contributions of the target culture. 1.21	___	___	___	___
_____	4. Recognize language and behaviors that are/were appropriate to the target culture. 1.22, 1.23	___	___	___	___
_____	5. Compare and contrast native, target, and same-language cultures. 1.24, 1.25	___	___	___	___

C. CONNECTIONS

_____	1. Recognize similarities and differences in the native and target language (e.g., cognates, false cognates, idioms, derivatives, and sound patterns). 1.26, 1.27	___	___	___	___
_____	2. Recognize information and skills common to the foreign language and other disciplines. 1.28	___	___	___	___
_____	3. Identify opportunities to use the target language in the world community. 1.30, 1.31	___	___	___	___

D. MULTIMEDIA

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies 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	___	___	___	___

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	oral and written proficiency.				
	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	_____	_____	_____	_____
Not Applicable	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.	_____	_____	_____	_____
Not Applicable					

VENDOR: EMC/Pardigm INSTRUCTIONAL MATERIALS: Kimono III
 SE: 1992
 SUBJECT: Foreign Language (Japanese) COPYRIGHT DATE(S): TE: 1994
 SE ISBN: 0-8219-1037-X TE ISBN: 0-8219-1036-1

COMMENTS: The multimedia component is not found in any of the Japanese texts submitted for consideration.
The committee did not consider it in its deliberations.

**FOREIGN LANGUAGE
 SPECIFIC CRITERIA
 LEVEL III**

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		I	A	M	N

The level III course prepares students to develop a more sophisticated understanding of the target language and culture. The student will have a greater exposure to authentic materials, both oral and written, in the target language and will be able to interpret appropriate behaviors and gestures in the language use.

The Foreign Language program provides students with opportunities, information, and materials in order to:

A. COMMUNICATIONS

- | | | | | | |
|-------|---|-----|-----|-----|-----|
| _____ | 1. Facilitate usage of complex structures to exchange and support ideas, opinions, and descriptions. 3.1, 3.2, 3.5 | ___ | ___ | ___ | ___ |
| _____ | 2. Understand and articulate the main idea of authentic aural and written materials. 3.3, 3.4, 3.24 | ___ | ___ | ___ | ___ |
| _____ | 3. Use the target language to take notes, to write brief paraphrases of written material, and to write prose, poetry, and essays. 3.9, 3.10, 3.11 | ___ | ___ | ___ | ___ |
| _____ | 4. Give oral reports. 3.6 | ___ | ___ | ___ | ___ |
| _____ | 5. Produce and complete authentic forms of written communication (e.g., documents, post cards, letters, telephone messages, e-mail). 3.7, 3.8 | ___ | ___ | ___ | ___ |

B. CULTURES

- | | | | | | |
|-------|---|-----|-----|-----|-----|
| _____ | 1. Examine and analyze social, geographical, and historical factors that impact the target cultures. 3.15 | ___ | ___ | ___ | ___ |
| _____ | 2. Explain the significance of daily routines and common | ___ | ___ | ___ | ___ |

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_____	generalizations about the target language. 3.12, 3.13, 3.14				
_____	3. Discuss the development of artistic, scientific and philosophical contributions of the target cultures in relationship to their historical aspect. 3.16	___	___	___	___
_____	4. Produce language and behaviors that are appropriate to the target culture. 3.18	___	___	___	___
_____	5. Compare, contrast, and analyze practices among native, target, and same-language cultures. 3.19, 3.20	___	___	___	___

C. CONNECTIONS

_____	1. Discuss structural similarities and differences between native and target languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns, and non-verbal communication). 3.17, 3.21, 3.22	___	___	___	___
_____	2. Identify and transfer information and skills which can be applied to other disciplines. 3.23	___	___	___	___
_____	3. Identify resources in the world community to experience the target language and culture. 3.25, 3.26	___	___	___	___

D. MULTIMEDIA

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies 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:				
Not Applicable	a) Supplemental materials utilizing Internet sites and	___	___	___	___

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<u>Not Applicable</u>	related visual technologies.	___	___	___	___
<u>Not Applicable</u>	b) Computer software to access information and provide materials for research.	___	___	___	___
<u>Not Applicable</u>	c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___