

# INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: \_\_\_\_\_ INSTRUCTIONAL MATERIALS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ COPYRIGHT DATE(S): 1998

## INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

### GROUP II – 2002 TO 2008

SE ISBN 0-02-640868-6

TE ISBN 0-02-640869-4

#### R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
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#### I. INTER-ETHNIC

___	___	___	1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
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#### II. EQUAL OPPORTUNITY

___	___	___	1. 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).	
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## INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Glencoe/McGraw-Hill INSTRUCTIONAL MATERIALS: Inviation to Language  
SUBJECT: Foreign Language Exploratory COPYRIGHT DATE(S): 1998  
SE ISBN: 0-02-640868-6 TE ISBN: 0-02-640869-4

### **FOUNDATION CRITERIA**

The West Virginia Foreign Language Instructional Goals and Objectives are comprised of four goals: Communications, Cultures, Connections, and Technology. This curriculum is designed to meet the needs of all students engaged in the study of a second language, regardless of the language or the grade level at which they begin that study. Therefore, the instructional materials should provide learning activities appropriate for students of different ages, interests, and experiences.

**Each reviewer will evaluate the publisher submitted Instructional Materials and Correlations using the following rating system.**

**(I) In-Depth: Instructional Materials extensively address the specific criteria.**

**(A) Adequate: Instructional Materials sufficiently address the criteria.**

**(M) Minimal: Instructional Materials minimally address the specific criteria.**

**(N) Non-Existent: Instructional Materials do not address the specific criteria.**

**Instructional Materials must receive 80% I's and A's, of all specific criteria, to be recommended for placement as a primary source on the Official Multiple List.**

VENDOR: Glencoe/McGraw-Hill

INSTRUCTIONAL MATERIALS: Inviation to Language

SUBJECT: Foreign Language Exploratory

COPYRIGHT DATE(S): 1998

SE ISBN: 0-02-640868-6

TE ISBN: 0-02-640869-4

COMMENTS: \_\_\_\_\_

Teachers are able to adapt this text to meet the needs of any level student. A highly motivated or multilingual instructor is recommended.

### 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.	✓	___	___	___