

**INSTRUCTIONAL MATERIALS ADOPTION**

VENDOR: \_\_\_\_\_ INSTRUCTIONAL MATERIALS: Bon Voyage

SUBJECT: \_\_\_\_\_ COPYRIGHT DATE(S): 2001

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

**GROUP II – 2002 TO 2008**

SE ISBN 0-07-821256-1  
TE ISBN 0-07-824264-9

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: Bon Voyage  
SUBJECT: French COPYRIGHT DATE(S): 2002  
SE ISBN: 0-07-821256-1 TE ISBN: 0-07-824264-9

### **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: BonVoyage Level 1

SUBJECT: French COPYRIGHT DATE(S): 2002

SE ISBN: 0-07-821256-1 TE ISBN: 0-07-824264-9

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

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**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
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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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(IMR Committee)  
 RESPONSES

I    A    M    N

**B. CULTURES**

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

**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	<input checked="" type="checkbox"/>	___	___	___
_____	2. Recognize information and skills common to the foreign language and other disciplines. 1.28	<input checked="" type="checkbox"/>	___	___	___
_____	3. Identify opportunities to use the target language in the world community. 1.30, 1.31	<input checked="" type="checkbox"/>	___	___	___

**D. MULTIMEDIA**

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	<input checked="" type="checkbox"/>	___	___	___
_____	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.	<input checked="" type="checkbox"/>	___	___	___
_____	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	<input checked="" type="checkbox"/>	___	___	___

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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.	✓	___	___	___

VENDOR: Glencoe/McGraw-Hill INSTRUCTIONAL MATERIALS: Bon Voyage 2  
 SUBJECT: French COPYRIGHT DATE(S): 2002  
 SE ISBN: 0-07-821257-X TE ISBN: 0-07-824343-2  
 COMMENTS: \_\_\_\_\_

**FOREIGN LANGUAGE  
 SPECIFIC CRITERIA  
 LEVEL II**

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The level II course expands the students' knowledge of structure and vocabulary so they can understand and produce more complex ideas in the target language. Students identify the products, practices and viewpoints of the target culture and become increasingly confident working with authentic materials.

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

**A. COMMUNICATIONS**

_____	1. Elaborate on basic ideas of likes, dislikes, feelings, agreement, etc. 2.3	✓	___	___	___
_____	2. Exchange information, both orally and written, about a variety of topics (e.g., school, personal activities, permission, give/ask directions). 2.1, 2.2	✓	___	___	___
_____	3. Comprehend spoken and/or written materials on familiar topics. 2.4, 2.6, 2.26	✓	___	___	___
_____	4. Expand reading and aural comprehension of authentic materials by using context clues. 2.5, 2.7	✓	___	___	___
_____	5. Write and present brief messages and paragraphs on given topics of a personal interest. 2.8, 2.9, 2.10, 2.13	✓	___	___	___
_____	6. Read aloud a familiar passage with appropriate intonation and comprehensible pronunciation. 2.11	___	✓	___	___
_____	7. Summarize, in oral and written form, authentic materials. 2.12	___	✓	___	___

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**B. CULTURES**

_____	1. Identify and discuss social, geographical, and historical factors that impact the target culture. 2.17	✓	___	___	___
_____	2. Identify and discuss daily routines, and common generalizations about the target language. 2.14, 2.15, 2.16	✓	___	___	___
_____	3. Be cognizant of the development of artistic, scientific, and philosophical contribution of the target culture. 2.18	___	✓	___	___
_____	4. React to language and behaviors that are/were appropriate to the target culture. 2.20	___	✓	___	___
_____	5. Compare and contrast native, target, and same-language cultures. 2.21, 2.22	___	✓	___	___

**C. CONNECTIONS**

_____	1. Predict similarities and differences in the native and target cultures and languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns). 2.19, 2.23, 2.24	___	✓	___	___
_____	2. Apply information and skills common to the target language and to other disciplines. 2.25	✓	___	___	___
_____	3. Identify resources in the world community to use the target language and explore the cultures of the countries in which the target language is spoken. 2.27, 2.28	___	✓	___	___

**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,	✓	___	___	___

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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.
- a) Computer software to access information and provide materials for research.
- b) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.

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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: a) Supplemental materials utilizing Internet sites and	✓	___	___	___

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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.

✓    \_\_\_    \_\_\_    \_\_\_



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	about the target cultures. 4.17, 4.18, 4.19				
_____	2. Analyze and evaluate the development of artistic, scientific, and philosophical contributions in the target cultures with relationship to their historical aspects. 4.21	✓	___	___	___
_____	3. Analyze and explain the significance of cultural practices between native, target, and same-language cultures. 4.20, 4.24, 4.25	___	✓	___	___
_____	4. Apply language and behaviors appropriate to the target language. 4.23	___	✓	___	___

**C. CONNECTIONS**

_____	1. Predict the structural similarities and differences of native and target languages. 4.22, 4.26, 4.27	✓	___	___	___
_____	2. Transfer and apply information gathered through foreign language resources for use in other disciplines. 4.28	✓	___	___	___
_____	3. Identify resources in the world community in order to experience the target language and culture. 4.30, 4.31	___	✓	___	___

**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 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.	___	___	___	✓

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