

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): _____

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN _____
TE ISBN _____

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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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.

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

**FOREIGN LANGUAGE
 SPECIFIC CRITERIA**

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
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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	___	___	___	___
	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:

<p>_____</p> <p>_____</p> <p>_____</p>	<p>a) Supplemental materials utilizing Internet sites and related visual technologies.</p> <p>b) Computer software to access information and provide materials for research.</p> <p>c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.</p>	<p>___ ___ ___ ___</p> <p>___ ___ ___ ___</p> <p>___ ___ ___ ___</p>
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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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		I	A	M	N
_____	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.	___	___	___	___

INSTRUCTIONAL

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MATERIALS: _____

SUBJECT: _____

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TE ISBN: _____

COMMENTS: _____

**FOREIGN LANGUAGE
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LEVEL IV**

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RESPONSES
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The level IV course prepares the students to initiate, sustain, and close a wide variety of communicative tasks. They begin to solve problems using the language and acquire new knowledge from authentic sources. Students at this level demonstrate an increased ability to express chronology and abstract ideas.

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

A. COMMUNICATIONS

_____	1. Initiate and sustain conversations (e.g., interviews, extended descriptions, opinions, narrations, regrets, and complaints). 4.1, 4.2, 4.3, 4.5	_____	_____	_____	_____
_____	2. Paraphrase what someone else has said. 4.4	_____	_____	_____	_____
_____	3. Comprehend and make judgments of authentic materials. 4.6, 4.7, 4.8, 4.29	_____	_____	_____	_____
_____	4. Use the target language to write extended reports, compositions, prose, poetry, essays, letters, and short stories. 4.9, 4.12, 4.13, 4.14, 4.16	_____	_____	_____	_____
_____	5. Use the target language to write extended notes of oral reports. 4.15	_____	_____	_____	_____
_____	6. Use the target language to speak and convey pertinent information on given authentic topics. 4.9, 4.10, 4.11	_____	_____	_____	_____

B. CULTURES

_____	1. Analyze daily routines and common generalizations	_____	_____	_____	_____
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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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c) Video, DVC and/or laser disks to enable viewing
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