

VENDOR: Glencoe/McGraw-Hill INSTRUCTIONAL MATERIALS: Buen Viaje -- Level 1A

SUBJECT: Foreign Language (Spanish) COPYRIGHT DATE(S): 2000

SE ISBN: 0-02-641256-X TE ISBN: 0-02-641257-8

COMMENTS: Levels 1 parts A and B must be considered together for a complete level 1 course.

**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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**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.	___	___	___	___
_____	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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**FOREIGN LANGUAGE  
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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.	___	___	___	___

VENDOR: Prentice Hall INSTRUCTIONAL MATERIALS: Ecce Romani III

SUBJECT: Foreign Language (Latin) COPYRIGHT DATE(S): 2000

SE ISBN: 0-673-57587-X TE ISBN: 0-673-57594-2

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

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**FOREIGN LANGUAGE  
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LEVEL III**

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RESPONSES  
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:				
_____	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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INSTRUCTIONAL

VENDOR: \_\_\_\_\_

MATERIALS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

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**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  
 and listening to interactions of native speakers.

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