

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: En Camino - Level 1B

SUBJECT: _____ COPYRIGHT DATE(S): 1999

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 0-03-051412-6
TE ISBN 0-03-051413-4

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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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.

_____ Grade

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): _____

SE ISBN: _____ TE ISBN: _____

COMMENTS: _____

**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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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:

_____	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.	✓	___	___	___