

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): 2000

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 0030520797

TE ISBN 0030523044

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: Allez, Viena! French
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: Holt, Rinehart & Winston INSTRUCTIONAL MATERIALS: Allez, Viens! Level 1
 SUBJECT: French Level 1 COPYRIGHT DATE(S): 2002
 SE ISBN: 0-07-821256-1 TE ISBN: 0-07-824264-9
 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
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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:

<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><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p>___</p> <p>___</p> <p>___</p>	<p>___</p> <p>___</p> <p>___</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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 RESPONSES

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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: Holt, Rinehart & Winston INSTRUCTIONAL MATERIALS: Allez Viena! French Level 3
 SUBJECT: French Level 3 COPYRIGHT DATE(S): 2000
 SE ISBN: 0-03-052083-5 TE ISBN: 0-03-052308-7
 COMMENTS: _____

**FOREIGN LANGUAGE
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 LEVEL III**

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		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.

✓ ___ ___ ___