

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): 1999

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 0-03-0514114-6
TE ISBN 0-03-051413-4

R-E-S-P-O-N-S-E-S

| YES | NO | N/A | CRITERIA | NOTES |
|-----|----|-----|----------|-------|
|-----|----|-----|----------|-------|

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). | |
|-----|-----|-----|---|--|

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). | |
|-----|-----|-----|--|--|

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Holt, Rinehart & Winston INSTRUCTIONAL MATERIALS: Ven Conmigo En Camino
SUBJECT: Foreign Language Exploratory COPYRIGHT DATE(S): 1999
SE ISBN: _____ TE ISBN: _____

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: _____

SUBJECT: Foreign Language Exploratory

COPYRIGHT DATE(S): 1999

SE ISBN: _____

TE ISBN: _____

COMMENTS: _____

**FOREIGN LANGUAGE EXPLORATORY
SPECIFIC CRITERIA**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

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

(IMR Committee)
RESPONSES
I A M N

Foreign Language Exploratory is intended as a preparatory phase for continued foreign language learning through articulation with high school level programs. This initial experience should provide real life language experiences which are standards-based and goal-oriented. Therefore, instructional materials should include but not be limited to information and materials needed to:

A. COMMUNICATIONS

- | | | |
|-------|---|------------------------|
| _____ | 1. Request and exchange basic information on personal needs, courtesies, feelings and dislikes, and other familiar topics, using the target language (e.g., numbers, commands, family vocabulary, etc.). FLEX.1,4,5,6,8,13,15,16 | ✓ ___ ___ ___ |
| _____ | 2. Describe objects in the immediate environment. FLEX.2,15,17 | ✓ ___ ___ ___ |
| _____ | 3. Follow basic instruction in the target language to participate in classroom and cultural activities. FLEX.3 | ✓ ___ ___ ___ |
| _____ | 4. Comprehend the main idea of short conversations or readings on familiar topics. FLEX.7,13 | ✓ ___ ___ ___ |
| _____ | 5. Read isolated words and phrases in a situational content (e.g., menus, signs, school advertisements). FLEX.11 | ✓ ___ ___ ___ |
| _____ | 6. Read language that the student is able to use in conversation. FLEX.12 | ✓ ___ ___ ___ |

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I A M N

B. CULTURES

| | | | | | |
|--|---|---|---|---|---|
| | 1. Observe and identify daily routines, cultural viewpoints and practices (e.g., arts and crafts, religions, music and dance). FLEX.8-10,14,18,21-22 | ✓ | — | — | — |
| | 2. Identify common generalizations about the target culture(s) including but not limited to artistic, scientific, and philosophical contributions. FLEX.19,23 | ✓ | — | — | — |
| | 3. Identify social, geographical, and historical factors that impact cultural practices. FLEX.20,23 | ✓ | — | — | — |
| | 4. Recognize that common words, phrases, idioms, and behaviors reflect the target culture (e.g., slang expressions & informal conversation). FLEX.24-25 | ✓ | — | — | — |
| | 5. Identify differences in cultural practices among same-language cultures. FLEX.25,27 | ✓ | — | — | — |

C. CONNECTIONS

| | | | | | |
|--|--|---|---|---|---|
| | 1. Recognize structural similarities and differences, including sound patterns, word formation patterns, connotations and denotations, sentence structure, and idiomatic expressions. FLEX.26,28 | ✓ | — | — | — |
| | 2. Demonstrate an awareness of sociolinguistic conventions (e.g., verbal and nonverbal courtesies towards adults versus peers: the Spanish “tú” or “usted”). FLEX.29 | ✓ | — | — | — |
| | 3. Identify opportunities to use the target language outside the classroom. FLEX.30-33,36 | ✓ | — | — | — |
| | 4. Identify careers, including ones not requiring a college education, that use foreign languages; be aware of how foreign language skills increase marketability. FLEX.34-36 | ✓ | — | — | — |

D. MULTIMEDIA

| | | | | | |
|--|---|---|---|---|---|
| | 1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies | ✓ | — | — | — |
|--|---|---|---|---|---|

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|-------|---|---|-----|-----|-----|
| _____ | 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. | ✓ | ___ | ___ | ___ |
| _____ | c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers. | ✓ | ___ | ___ | ___ |