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To the

West Virginia Group V – World Language

Modern Languages - Level II

Grade 7-12

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NON-NEGOTIBLE EVALUATION CRITERIA

2017-2023

**Group V – World Language – Modern Languages – Level II
Grades 7-12**

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			<p>1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>Auténtico 2 contains materials including photos, illustrations, and content that connects with the diversity of Spanish-speaking cultures. Illustrations and artwork represent various ethnic groups from Spanish-speaking cultures. Activities accompanying the text motivate learning about the various ethnic groups that comprise Spanish-speaking cultures. Samples include: Photos: 1, 14, 46, 73, 120, 173, 213, 270, 300, 301, 333, 433, 456, 460, 471 Illustrations: 29, 60, 108, 170, 197, 221, 225, 229, 249, 254, 227, 281, 306, 309 Concepts: 32, 79, 117, 144, 200, 216, 225, 325, 352, 378</p>

			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>A variety of races, colors, genders, nationalities are highlighted throughout Auténtico 2 Sample references include: Photos: 47, 63, 77, 92, 120, 186, 224, 239, 251, 298, 332, 395, 456, 457, 471 Illustrations: 29, 60, 108, 170, 197, 221, 225, 229, 249, 254, 227, 281, 306, 309 Heritage: 16, 35, 100, 135, 184, 220, 292, 326, 400</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>Auténtico 2 digital course puts the complete student edition, workbooks, audio, video, songs, flashcards, games, and more at the students' fingertips. Pearson's Realize contains the Auténtico 2's digital course and provides engaging content and flexible tools within easy access.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Auténtico 2 reflects the most current research on how students learn languages and what teachers and materials need to do to help them become proficient language users. The wide range of teaching and learning styles provided by Auténtico 2 are free from political bias.</p>

GENERAL EVALUATION CRITERIA

2017-2023

Group V – World Language – Modern languages – Level II Grades 7-12

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eight percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>					
Next Generation Skills:					
Thinking and Problem-Solving Skills					
<i>Content: The World Language instructional materials provide:</i>					
SE/TE: 5, 33, 81, 141, 192, 218, 247, 281, 304, 327, 381, 442	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
SE/TE: 26, 52, 84, 112, 139, 163, 200, 221, 249, 270, 300, 329, 411	2. ample opportunities to collaborate on task-based learning activities.				
SE/TE: 177, 203, 258, 259, 312, 313, 339, 393, 420, 447	3. ample opportunity for students to use higher order thinking skills, i.e. Bloom’s taxonomy skills.				
Information and Communication Skills					
<i>For student mastery of content standards and objectives, the instructional materials include multiple strategies that provide students with ample opportunities to:</i>					
SE/TE: 29, 54, 115, 162, 231, 247, 284, 300, 313, 327	4. express and support an opinion.				

SE/TE: 65, 121, 177, 231, 285, 339, 393	5. publish original materials in the target language in a variety of formats including multimedia, print, etc.						
SE/TE: 29, 54, 115, 162, 231, 247, 284, 300, 313, 327	6. exchange opinions with increasingly longer discourse.						
Personal and Workplace Productivity Skills							
<i>For student mastery of content standards and objectives, the instructional materials provide students with ample opportunities to:</i>							
SE/TE: 33, 61, 108, 135, 167, 221, 252, 304, 329, 361	7. use interpersonal skills to work cooperatively to accomplish a task.						
SE/TE: 65, 121, 177, 231, 285, 339, 393	8. develop and initiate a plan of action to complete a task or project.						
SE/TE: 33, 61, 108, 135, 167, 221, 252, 304, 329, 361	9. practice time- and project-management skills.						
SE/TE: 37, 65, 93, 121, 177, 205, 259, 313	10. reflect upon and evaluate the results of a task or project.						
SE/TE: 12, 29, 82, 109, 141, 192, 219, 251, 309, 329	11. assume various roles and responsibilities when working independently or as a group.						
SE/TE: 65, 117, 149, 231, 285, 339, 393, 447, 501	12. read and write in real-world situations using the target language and contemporary digital resources such as texting, making online lists, blogs, public notices, web quests, etc.						
Developmentally Appropriate Instructional Resources and Strategies							
<i>For student mastery of content standards and objectives, the instructional materials:</i>							
TE Only: 4, 34, 84, 104, 136, 166, 230, 242, 274, 286	13. include multiple strategies for differentiation, intervention and enrichment to support all learners.						

SE/TE: 456, 460, 461, 462, 463, 465, 470, 471, 472-473, 475	14. support college and career readiness.							
SE/TE: 28, 59, 109, 137, 198, 247, 276, 309, 411, 441	15. provide opportunities to build spontaneous capacity at the appropriate level.							
SE/TE: 177, 205, 231, 339 TE Only: 26, 55, 116, 162, 194, 224, 244	16. provide opportunities to participate in self-directed learning and practice.							
Life Skills <i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>								
SE/TE: 61, 85, 137, 255, 307, 310-311, 363, 417, 471, 474, 500	17. for community and global awareness.							
Assessment <i>The World Language Instructional Materials provide:</i>								
SE/TE: 69, 125, 181, 235, 263, 317 TE Only: T38-T39, T40-T43	18. ongoing diagnostic formative and summative assessments.							
TE Only: T41, xxxii-b, 70-b, 126-b, 182-b, 236-b, 290-b, 344-b, 452-b	19. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.							
This objective is addressed throughout. See, for example: SE/TE: 37, 65, 93, 121, 149, 177, 205, 231, 259, 313, 475	20. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.							

Organization, Presentation and Format <i>The World Language instructional materials:</i>						
TE Only: T5, T6-T9, T12-T13, T24-T33	21. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.					
TE Only: T5, T6-T9, T10-T11, T12-T13, T14, T18	22. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.					
TE Only: T12-T13	23. are written with minimal use of English.					
TE Only: T37, T44-T49, 42, 86, 174, 234, 304, 404, 438, 490	24. include opportunities for differentiated activities.					
This objective is addressed throughout. See, for example: SE/TE: 25, 51, 117, 191, 245, 280, 326, 358, 391, 409	25. integrate culture in language learning instead of culture being introduced in isolated factoids.					
This objective is addressed throughout. See, for example: SE/TE: 21, 66-67, 150-151, 243, 323, 394-395 TE Only: T13, T14, T38, vi-viii, 21	26. provide various interactive multimedia resources for student use.					

SPECIFIC EVALUATION CRITERIA

2017-2023

Group V – World Language – Modern Languages Level II Grades 7-12

The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Errors may occur as creativity increases. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives will guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Levels III and IV.

Communication and **Culture** are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

For student mastery of content standards, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses							
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
COMMUNICATION								
Interpersonal – listening, speaking, reading and writing								
SE/TE: 52, 109, 205, 285, 313, 367, 393, 421, 447, 475	1. exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.							

SE/TE: 52, 54, 61, 65, 84, 93, 121, 137, 197, 273	2. exchange and understand information including preferences and emotions.						
SE/TE: 36, 92, 164, 165, 169, 173, 181	3. give and follow basic directions, instructions and commands in common social settings.						
SE/TE: 10, 52, 117, 198, 249, 329, 335, 363, 380, 412	4. ask for simplification and clarification to ensure understanding.						
SE/TE: 12, 54, 109, 141, 193, 251, 304, 363, 407, 433	5. ask and answer questions in settings that lead to a number of alternative and predictable responses.						
Interpretive - listening and reading							
SE/TE: 36, 49, 90-91, 133, 148, 174-175, 204, 230, 282-283, 312, 366	1. determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).						
SE/TE: 11, 60, 83, 136, 148, 176, 202-203, 258, 312, 362	2. derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.						
SE/TE: 33, 59, 118-119, 362, 385, 416, 433, 443, 463, 489	3. recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts.						
SE/TE: 38-39, 122-123, 178-179, 206-207, 232-233, 286-287, 340-341, 394-395, 448-449	4. view, listen to and respond to culturally relevant sources by identifying people, objects, places, actions and ideas.						

Presentational – speaking and writing							
SE/TE: 37, 93, 149, 205, 259, 313, 367, 421, 475	1. produce comprehensible intonation and pronunciation.						
SE/TE: 65, 93, 121, 177, 205, 259, 313, 393, 421, 447	2. prepare and present brief oral and written texts using basic verb tenses.						
SE/TE: 37, 65, 93, 121, 177, 205, 259, 313, 393, 421, 447	3. create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).						
SE/TE: 34-35, 90-91, 120, 146-147, 228-229, 256-257, 312, 336-337, 366, 472-473	4. state the main ideas and pertinent details of oral and written texts.						
CULTURE							
SE/TE: 181, 209, 235, 289, 317, 371, 451, 419	1. compare and contrast common beliefs and attitudes of the target and native cultures.						
SE/TE: 90-91, 146-147, 256-257, 310-311, 390-391	2. discuss generalizations derived from contemporary and/or historical issues that one culture makes about another.						
SE/TE: 38-39, 62-63, 118-119, 146-147, 178, 256-257, 418-419, 420-421, 444-445	3. discuss the implications of social, geographical and historical factors influencing cultural practices.						

SE/TE: 16, 121, 170, 171, 313, 367, 421, 475	4. use typical behaviors appropriate to everyday social situations in the target culture(s).						
SE/TE: 90-91, 92, 120, 204, 209, 223, 284, 332, 371, 387, 438	5. compare and contrast practices among same-language cultures.						
SE/TE: 230, 317, 332, 338, 378, 387	6. describe and discuss common objects, images, products and symbols of the target culture(s).						
SE/TE: 16, 25, 55, 72, 100, 135, 145, 156, 233, 366	7. explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture(s).						
SE/TE: 25, 223, 251, 282-283	8. identify major historical and contemporary figures of the target culture(s).						
CONNECTIONS							
SE/TE: 25, 112-113, 141, 145, 279, 304, 361, 416, 443, 496	1. determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa.						
SE/TE: 6, 51, 79, 94, 145, 165, 191, 254, 280, 301, 332	2. explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).						
SE/TE: 35, 79, 84, 117, 137, 332, 338, 381, 409, 433	3. discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).						
SE/TE: 25, 60, 170, 221, 272, 272, 327, 383	4. give examples of connections between native and target languages (e.g., cognates*, derivatives*, loan words, formal versus informal address, non-verbal communications, syntax*).						

COMPARISONS						
SE/TE: 29, 89, 144, 193, 308, 359, 416, 463	1. identify and apply critical sound-symbol differences to target language usage.					
SE/TE: 25, 60, 170, 221, 272, 327, 383	2. select and apply knowledge of linguistic elements (e.g., cognates*, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning.					
SE/TE: 32, 33	3. identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations.					
SE/TE: 53, 80, 110, 138, 166, 194, 219, 248, 328, 382, 436	4. employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.					
SE/TE: 25, 62-63, 90-91, 146-147, 228-229, 256-257, 310-311, 390-391, 392, 500	5. identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.					
COMMUNITIES						
TE Only: 37, 57, 106, 110, 191	1. select and use resources from the local and/or global communities that foster a deeper understanding of the target language and culture(s) (e.g., heritage festivals, penpals, e-mail).					
SE/TE: 475, 476-477, 489, 490, TE Only: 483, 491, 495, 496	2. develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target language and its culture(s).					

<p>SE/TE: 37, 93, 149, 205, 259, 313, 367, 421, 475 TE Only: 57, 85</p>	<p>3. identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting.</p>							
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