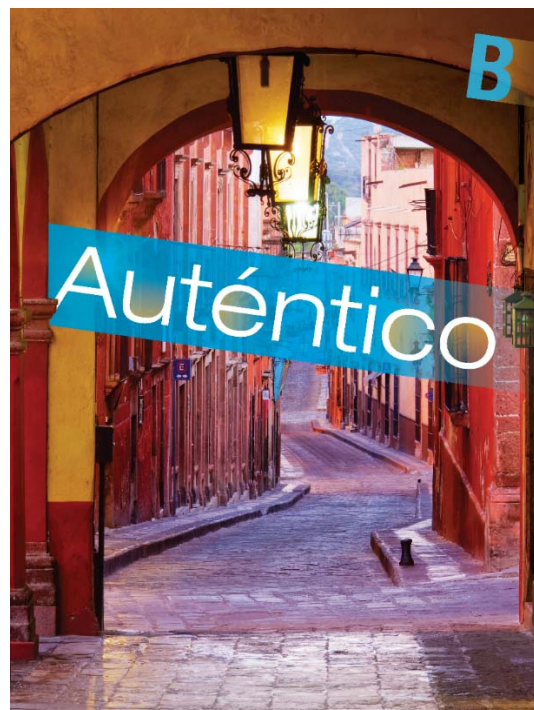


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To the

West Virginia Group V – World Language

Modern Languages - Level I

Grade 7-12

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PUBLISHER:	Pearson Education Inc., publishing as Prentice Hall and Scott Foresman		
SUBJECT:	Spanish	SPECIFIC GRADE:	6-8
COURSE:	World Languages – 5661 - Spanish I	TITLE:	Auténtico B
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NON-NEGOTIBLE EVALUATION CRITERIA

2017-2023

Group V – World Language - Modern Languages - Level I

Grade 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 B 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: 232, 249, 303, 336, 362, 392, 401, 413, 439, 466 Illustrations: 235, 257, 307, 310, 312-313, 332 Concepts: 240, 290, 314, 336-337, 338, 392, 442</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 B Sample references include: Photos: 232, 308, 336-337, 362, 363, 390, 401, 430, 438, 450, 466 Illustrations: 235, 257, 307, 310, 312-313, 332, 462 Heritage: 226, 264, 328</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>The Auténtico B 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 B digital course and provides engaging content and flexible tools within easy access.</i></p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Auténtico B 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 B are free from political bias.</p>

GENERAL EVALUATION CRITERIA

2017-2023

Group V – World Language – Modern Languages Level I

Grade 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: 275, 283, 304, 329, 359, 382, 406, 413, 459	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
SE/TE: 229, 277, 304, 327, 357	2. ample opportunities to collaborate on task-based learning activities.				
SE/TE: 239, 264, 285, 313, 314, 315, 329	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: 239, 260, 283, 304, 310, 315, 329, 353, 386	4. express and support an opinion.				

SE/TE: 265, 315, 367, 419, 467 TE Only: 242, 274, 312, 335, 383	5. publish original materials in the target language in a variety of formats including multimedia, print, etc.							
SE/TE: 239, 260, 283, 304, 310, 315, 329, 353, 386	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: 234, 254, 277, 327, 335 TE Only: 229, 233, 253, 277, 285, 305, 339	7. use interpersonal skills to work cooperatively to accomplish a task.							
SE/TE: 241, 265, 291, 315, 339, 367, 419, 467	8. develop and initiate a plan of action to complete a task or project.							
SE/TE: 241, 265, 291, 315, 339, 367, 419, 467	9. practice time- and project-management skills.							
SE/TE: 241, 265, 291, 315, 339, 367, 419, 467	10. reflect upon and evaluate the results of a task or project.							
SE/TE: 229, 254, 285, 327, 333, 351 TE Only: 299, 309, 324	11. assume various roles and responsibilities when working independently or as a group.							
SE/TE: 238-239, 241, 262, 263, 265, 291, 312-313, 315, 339, 365-364, 367	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: 234, 262, 272, 290, 312, 322, 334, 364, 376, 404	13. include multiple strategies for differentiation, intervention and enrichment to support all learners.					
TE Only: T15, 245, 256, 269, 286, 304, 319, 330, 343, 358, 384	14. support college and career readiness.					
SE/TE: 234, 254, 287, 309 TE Only: 122-a, 170-a, 270-a, 320-a, 372-a	15. provide opportunities to build spontaneous capacity at the appropriate level.					
SE/TE: 230-231, 236, 239, 263, 287, 335	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: 31, 35, 39, 58, 81, 89, 131, 137, 156, 185, 230-231, 236, 239, 263, 287, 335	17. for community and global awareness.					
Assessment						
<i>The World Language Instructional Materials provide:</i>						
SE/TE: 245, 269, 295, 319 TE Only: 234, 261, 277, 304, 359, 389, 433	18. ongoing diagnostic formative and summative assessments.					
SE/TE: 241, 265, 291, 315, 339, 367, 393, 419, 443, 467	19. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.					
SE/TE: 241, 265, 291, 315, 339, 367, 393, 419, 443, 467	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>						
SE/TE: T16, T20, T21, T24-T33	21. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.					
SE/TE: T5, T6-T7, T10-T11, T12-T13	22. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.					
Auténtico B is an entry-level text for students who are learning Spanish. English is used throughout in order to support the learning of beginning students.	23. are written with minimal use of English.					
TE Only: 202, 210, 238, 250, 276, 300, 308, 322, 350, 360, 374, 434	24. include opportunities for differentiated activities.					
SE/TE: 226, 231, 238-239, 264, 290, 314, 335, 390-391	25. integrate culture in language learning instead of culture being introduced in isolated factoids.					
SE/TE: 225, 266-267, 272, 301, 316-317, 340-341, 368-369, 377	26. provide various interactive multimedia resources for student use.					

SPECIFIC EVALUATION CRITERIA

2017-2023

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

The acquisition of communication skills is the primary focus of Modern Foreign Languages Level I objectives. Beginning students will develop initial proficiency by repetition, imitation and memorization. They will rely on active, concrete learning and will understand short, simple texts. They will use gestures, facial expressions, visual and/or verbal responses to facilitate successful task completion. Level I students will understand and be best understood by someone who is accustomed to working with a beginning language learner.

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

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. The goal is for all students to learn 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: 1, 2-4, 5, 13, 23	1. Greet and make introductions and farewells; exchange courtesies in various social settings										

SE/TE: 3, 30, 43, 87, 93, 121, 141, 165, 191, 195, 215	2. Give basic information about familiar topics (e.g. personal needs, feelings, likes and dislikes, biographical information)						
SE/TE: 9	3. Give and follow directions, instructions and commands within the scope of the classroom						
SE/TE: 13	4. Communicate need for repetition to ensure understanding						
SE/TE: 7, 8, 11, 12, 13, 15, 16, 19, 21, 33	5. Ask and answer questions in highly predictable settings using basic vocabulary on familiar topics						
Interpretive – listening and reading							
SE/TE: 9	1. understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary.						
SE/TE: 40-41, 64-65, 138-139, 162-163, 188-189, 190, 212-213	2. derive the main ideas of short conversations/ dialogues and narratives on familiar topics.						
SE/TE: 35, 59, 77, 101, 127, 175, 177, 201	3. recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.						
SE/TE: 43, 93, 94-95, 141, 166-167, 191, 192-193, 216-217	4. view, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas).						
Presentational – speaking and writing							
SE/TE: 43, 93, 94-95, 141, 166-167, 191, 192-193, 216-217	1. imitate comprehensible intonation and pronunciation.						

SE/TE: 35, 39, 42, 89, 92, 136, 155, 183, 190, 210	2. present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).						
SE/TE: 43, 67, 117, 141, 215	3. prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).						
SE/TE: 40-41, 64-65, 90-91, 114-115, 138-139, 162-163, 187, 188-189, 190, 212-213	4. state the main ideas of oral and written texts.						
CULTURE							
SE/TE: 31, 66, 116, 214	1. identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).						
SE/TE: 58, 66, 116, 164, 214	2. recognize and describe common generalizations that one culture makes about another.						
SE/TE: 19, 42, 58, 66, 116, 214	3. identify and discuss social, geographical and historical factors influencing cultural practices.						
SE/TE: 43, 93, 141, 191	4. recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).						
SE/TE: 42, 44-45, 92, 140, 190, 192-193	5. identify practices among same-language cultures.						

<p>SE/TE: 42, 66, 92, 140, 190 TE Only: 24-a, 72-a, 122-a</p>	<p>6. identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts).</p> <p>7. <i>This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.</i></p>							
<p>SE/TE: 17, 42, 44-45, 65, 109, 138-139, 152, 188-189</p>	<p>8. identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).</p>							
<p>SE/TE: 17, 24, 58, 88</p>	<p>9. give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).</p>							
<p>SE/TE: 58, 142-143, 183, 185, 196, 212-213</p>	<p>10. identify commonly recognized historical and contemporary figures of the target culture.</p>							
<p>CONNECTIONS</p>								
<p>SE/TE: 35, 59, 88, 109, 131, 157, 187, 211</p>	<p>1. identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.</p>							
<p>SE/TE: 14-15</p>	<p>2. identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).</p>							
<p>SE/TE: 29, 103, 151, 164, 166-167, 175m, 190, 216-217</p>	<p>3. identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).</p>							
<p>SE/TE: 4-5, 34, 35, 82, 106, 212-213</p>	<p>4. recognize connections between the native and target languages (e.g., cognates*, derivatives*, loan words, formal versus informal address, non-verbal communications).</p>							

COMPARISONS					
SE/TE: 39, 57, 61, 81, 113, 136, 155, 210	1. compare and contrast the sound-symbol association of English to that of the target language.				
SE/TE: 34, 35, 57	2. identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.				
SE/TE: 5, 82	3. recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).				
SE/TE: 36, 38, 62	4. identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.				
SE/TE: 140, 160, 164, 190, 214	5. recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.				
COMMUNITIES					
TE Only: 57, 66, 67	1. locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.				
SE/TE: 63, 111, 160, 210	2. recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.				
SE/TE: 39, 89, 137, 182 TE Only: 66, 67, 323, 367	3. identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week).				

