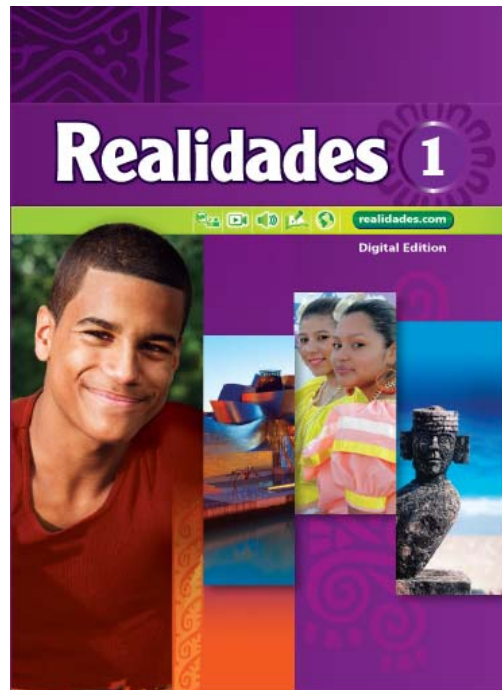


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To the

**West Virginia Modern Languages
Level I Standards**

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PUBLISHER:	Pearson Education, Inc., publishing as Prentice Hall		
SUBJECT:	World Languages	SPECIFIC GRADE:	6-8
COURSE:	World Language-Modern Language-Level I	TITLE:	Realidades 1
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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>Realidades 1 contains materials including photos, illustrations, and content that connects with the diversity of Spanish-speaking cultures. Illustrations and art work 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: 2, 26-27, 40-41, 106, 125, 141, 196-197, 207, 216-217, 222-223, 236, 246-247, 300-301, 324-325, 390-391, 428-429 Illustrations: 6, 25, 49, 147, 171, 221, 346, 400 Content: 40-41, 44(TE), 64-65, 118(TE), 152, 164, 166-167, 185, 192, 216(TE), 264, 325(TE), 336(TE), 338, 362, 418</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 Realidades 1. Sample references include: Photos: 2, 28-29, 48-49, 65, 76-77, 185, 220-221, 324-325, 335, 406, 428-429 Concepts: 39, 48, 78, 118-119, 163, 231, 327 Heritage: 34-35, 44-45, 56(TE), 68-69, 94-95, 171, 192-193, 207, 213, 216-217, 236, 27 1, 279, 335, 358-359, 373, 434</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>The Digital Edition of Realidades 1 contains the complete Student Edition online and on DVD for an interactive visual experience. Additional online materials include, DK Reference Atlas, a Global Interactive Map, Video, Audio, Animation, Assignable Content, and Assignable Assessment.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Realidades 1 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 Realidades 1 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: 106, 161, 211, 227, 289, 329, 353, 359, 389, 406, 413	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
SE/TE: 339, 349 TE Only: xxxii-b, 24-b, 53, 72-b, 122-b, 135, 155, 215, 263, 220-b, 251, 270-b, 309, 320-b, 349, 372-b, 389, 403, 405, 419, 443	2. ample opportunities to collaborate on task-based learning activities.				

<p>SE/TE: 43, 64-65, 90-91, 138-139, 141, 188-189, 200-201, 215, 238-239, 241, 262-263, 288-289, 290, 291, 312-313, 315, 324-325, 336-337, 364-365, 367, 416-417</p> <p>TE Only: xxxii-b, 17, 24-b, 72-b, 93, 101, 119, 122-b, 170-b, 220-b, 270-b, 291, 320-b, 338, 390-391, 424-b</p>	<p>3. ample opportunity for students to use higher order thinking skills, i.e. Bloom's taxonomy skills.</p>							
<p>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></p>								
<p>SE/TE: 159, 161, 165, 265, 441, 443, 445, 447, 467</p> <p>TE Only: 77, 164, 212</p>	<p>4. express and support an opinion.</p>							
<p>SE/TE: 67, 117, 141, 165, 241, 265, 291, 315, 339, 367, 419, 467</p> <p>TE Only: 16, 24-b, 72-b, 122-b, 170-b, 214, 220-b, 228, 254, 270-b, 311, 320-b, 424-b</p>	<p>5. publish original materials in the target language in a variety of formats including multimedia, print, etc.</p>							
<p>SE/TE: 159, 161, 165, 265, 441, 443, 445, 447, 467</p> <p>TE Only: 77, 164, 212</p>	<p>6. exchange opinions with increasingly longer discourse.</p>							

Personal and Workplace Productivity Skills						
<i>For student mastery of content standards and objectives, the instructional materials provide students with ample opportunities to:</i>						
<p>SE/TE: 191, 339</p> <p>TE Only: xxxii-b, 72-b, 122-b, 170-b, 251, 275, 301, 320-b, 325, 349, 372-b, 405, 424-b, 429</p>	<p>7. use interpersonal skills to work cooperatively to accomplish a task.</p>					
<p>SE/TE: 165, 241, 291, 339, 367, 393</p> <p>TE Only: xxxii-b, 24-b, 72-b, 122-b, 170-b, 220-b, 263, 270-b, 320-b, 372-b, 424-b</p>	<p>8. develop and initiate a plan of action to complete a task or project.</p>					
<p>TE Only: xxxii-b, 24-b, 72-b, 122-b, 170-b, 220-b, 270-b, 320-b, 372-b, 424-b</p>	<p>9. practice time- and project-management skills.</p>					
<p>SE/TE: 67, 141, 165, 191, 215, 241, 291, 339, 367, 393, 467</p> <p>TE Only: xxxii-b, 41, 72-b, 122-b, 170-b, 189, 220-b, 270-b, 291, 320-b, 372-b, 424-b</p>	<p>10. reflect upon and evaluate the results of a task or project.</p>					
<p>SE/TE: 43, 67, 93, 141, 265</p> <p>TE Only: 72-b, 122-b, 170-b, 215, 220-b, 229, 237, 255, 263, 320-b, 325, 372-b, 377, 405, 419, 424-b, 443</p>	<p>11. assume various roles and responsibilities when working independently or as a group.</p>					

<p>SE/TE: 64-65, 138-139, 141, 161, 165, 188-189, 207, 265, 315, 336-337, 352, 364-365, 381, 409, 419, 432, 456</p> <p>TE Only: 72-b, 122-b, 170-b, 220-b, 254, 285, 320-b, 353, 389, 402, 408, 435</p>	<p>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.</p>							
<p>Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of content standards and objectives, the instructional materials:</i></p>								
<p>TE Only: 28, 40, 62, 66, 90, 134, 164, 214, 238, 260, 290, 352, 362, 402, 458</p>	<p>13. include multiple strategies for differentiation, intervention and enrichment to support all learners.</p>							
<p>SE/TE: 63, 89, 111, 160, 183, 210, 261, 264, 311, 363, 415, 463</p> <p>TE Only: 163, 164, 188, 290, 336, 338, 403, 418, 431</p>	<p>14. support college and career readiness.</p>							
<p>SE/TE: 47, 71, 97, 121, 145, 169, 195, 219, 269, 291, 295, 343, 371, 423, 447, 471</p> <p>TE Only: 41, 126</p>	<p>15. provide opportunities to build spontaneous capacity at the appropriate level.</p>							
<p>SE/TE: 43, 67, 93, 117, 165, 191, 215, 265, 291, 315, 339, 367</p> <p>TE Only: xxxii-b, 24-b, 31, 37, 41, 44, 45, 72-b, 94, 119, 122-b, 126, 170-b, 267, 320-b, 362, 424-b</p>	<p>16. provide opportunities to participate in self-directed learning and practice.</p>							

Life Skills						
<i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>						
<p>SE/TE: 39, 44-45, 68-69, 89, 94-95, 118-119, 137, 142-143, 166-167, 192-193, 216-217, 236, 261, 287, 311, 325, 337, 363, 365, 389, 415, 439</p> <p>TE Only: xxxii-b, 164, 310, 311</p>	<p>17. for community and global awareness.</p>					
Assessment						
<i>The World Language Instructional Materials provide:</i>						
<p>SE/TE: 13, 23, 43, 47, 93, 97, 145, 165, 191, 195, 215, 219, 241, 265, 269, 291, 315, 339, 367</p>	<p>18. ongoing diagnostic formative and summative assessments.</p>					
<p>SE/TE: 23, 43, 46, 67, 93, 141, 165, 191, 215, 219, 241, 265, 291, 315, 339, 367</p> <p>TE Only: 22, 46, 70, 120, 168, 194, 244, 268, 294, 319, 342, 370, 396, 470</p>	<p>19. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.</p>					
<p>SE/TE: 43, 67, 93, 141, 165, 191, 215, 241, 265, 291, 315, 339, 367</p> <p>TE Only: xxxii-b, 24-b, 72-b, 122-b, 170-b, 220-b, 270-b, 320-b, 424-b</p>	<p>20. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.</p>					

Organization, Presentation and Format <i>The World Language instructional materials:</i>						
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE:</p> <p>Contents: viii-xvii</p> <p>TE Only:</p> <p>Differentiated Assessment: Chapters 1-9</p> <p>Chapter Organization: T9</p> <p>Scope and Sequence: T10</p> <p>Planning and Instruction: T17</p> <p>Chapter Organization: T20-T29</p> <p>Integrating Technology in the Classroom: T48</p> <p>Index of Cultural References: T52-T56</p>	<p>21. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.</p>					
<p>This objective is addressed throughout. See, for example:</p> <p>TE Only:</p> <p>Assessment: T34-T37</p> <p>Differentiated Instruction: T38-T43</p>	<p>22. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.</p>					

<p>SE/TE: Presentación oral: 43, 93, 141, 191, 241, 291, 339, 393, 443</p> <p>Presentación escrita: 67, 117, 165, 215, 265, 315, 367, 419, 467</p>	<p>23. are written with minimal use of English.</p>						
<p>This objective is addressed throughout. See, for example:</p> <p>TE Only: Differentiated Instruction: 4, 34, 62, 80, 112, 128, 158, 176, 208, 230, 252, 278, 308, 326, 358, 384, 414, 434, 458</p> <p>Differentiated Assessment: Chapters 1-9</p>	<p>24. include opportunities for differentiated activities.</p>						
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE: La cultura en vivo: 42, 92, 140, 190, 240, 290, 338, 392, 442</p> <p>Perspectivas del mundo hispano: 66, 116, 164, 214, 264, 314, 366, 418, 466</p> <p>TE Only: Theme Project: 24-b, 72-b, 122-b, 170-b, 220-b, 270-b, 320-b, 372-b, 424-b</p>	<p>25. integrate culture in language learning instead of culture being introduced in isolated factoids.</p>						

<p>This objective is addressed throughout. See, for example:</p> <p>TE Only:</p> <p>Videohistoria: 28-29, 52-53, 102-103, 150-151, 174-175, 200-201, 224-225, 250-251, 274-275, 300-301, 324-325, 348-349, 376-377, 402-403, 428-429, 452-453</p>	<p>26. provide various interactive multimedia resources for student use.</p>						
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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: 2, 3, 4, 5, 141, 191, 215, 254, 328, 339, 442 TE Only: 43, 126, 225, 349	1. Greet and make introductions and farewells; exchange courtesies in various social settings										

<p>SE/TE: 43, 106, 117, 141, 161, 191, 211, 227, 283, 291, 339, 413, 443</p> <p>TE Only: 57, 65, 126, 325</p>	<p>2. Give basic information about familiar topics (e.g. personal needs, feelings, likes and dislikes, biographical information)</p>						
<p>SE/TE: 9, 127, 128, 129, 130, 133, 153, 154, 159, 139, 186, 209, 259, 277, 309, 327, 386, 409, 469</p> <p>TE Only: 288</p>	<p>3. Give and follow directions, instructions and commands within the scope of the classroom</p>						
<p>SE/TE: 13, 339</p> <p>TE Only: 6, 8, 12</p>	<p>4. Communicate need for repetition to ensure understanding</p>						
<p>This objective is addressed throughout the text. See, for example:</p> <p>SE/TE: 43, 106, 141, 161, 191, 211, 225, 227, 254, 283, 329, 339, 359, 413, 459</p> <p>TE Only: 65, 325</p>	<p>5. Ask and answer questions in highly predictable settings using basic vocabulary on familiar topics</p>						
<p>Interpretive – listening and reading</p>							
<p>SE/TE: 9, 127, 128, 129, 130, 133, 139, 153, 154, 159, 186, 209, 259, 277, 309, 327, 386, 409, 469</p> <p>TE Only: 288</p>	<p>1. understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary.</p>						

<p>SE/TE: 28-29, 76-77, 126-127, 224-225, 250-251, 312-313, 324-325, 348-349, 376-377, 390-391, 428-429</p>	<p>2. derive the main ideas of short conversations/ dialogues and narratives on familiar topics.</p>						
<p>SE/TE: 28-29, 52-53, 64-65, 76-77, 90-91, 126-127, 161, 211, 224-225, 310, 348-349, 364-365, 376-377, 416-417, 428-429</p>	<p>3. recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.</p>						
<p>SE/TE: 28-29, 52-53, 136, 137, 138-139, 200-201, 209, 224-225, 242-243, 255, 287, 310, 320-321, 348-349, 428-429</p>	<p>4. view, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas).</p>						
<p>Presentational – speaking and writing</p>							
<p>SE/TE: 39, 61, 89, 136, 155, 183, 210, 236, 257, 285, 329, 357, 380</p> <p>TE Only: 52</p>	<p>1. imitate comprehensible intonation and pronunciation.</p>						
<p>SE/TE: 39, 59, 89, 92, 136, 155, 190, 210, 236, 257, 285, 329, 357, 380</p>	<p>2. present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).</p>						

<p>SE/TE: 43, 59, 141, 165, 215, 241, 265, 291, 315, 339, 367</p> <p>TE Only: 72-b, 126, 174, 201, 202, 251, 254, 277, 290, 310, 325, 349, 429</p>	<p>3. prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).</p>						
<p>SE/TE: 114-115, 238-239, 287, 312-313, 364-365, 376-379, 390-391, 415, 416-417</p>	<p>4. state the main ideas of oral and written texts.</p>						
<p>CULTURE</p>							
<p>SE/TE: 1, 66, 71, 116, 163, 164, 221, 238-239, 247, 264, 286, 314, 338, 418</p> <p>TE Only: 229, 379</p>	<p>1. identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).</p>						
<p>SE/TE: 66, 118-119, 140, 163, 164, 214, 238-239, 264, 314, 338, 418</p> <p>TE Only: 379</p>	<p>2. recognize and describe common generalizations that one culture makes about another.</p>						
<p>SE/TE: 44-45, 66, 94-95, 164, 166-167, 214, 216-217, 221, 264, 286, 289, 303, 314, 338</p> <p>TE Only: 310, 311</p>	<p>3. identify and discuss social, geographical and historical factors influencing cultural practices.</p>						

<p>SE/TE: 1, 2-3, 106, 253, 254, 381, 442</p>	<p>4. recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).</p>					
<p>SE/TE: 31, 66, 92, 113, 140, 160, 163, 177, 214, 247, 253, 264, 286, 314, 337, 350, 418, 442</p>	<p>5. identify practices among same-language cultures.</p>					
<p>SE/TE: 35, 92, 155, 156, 183, 190, 221, 226, 238-239, 290, 339, 362 TE Only: xxxii-a, 122-a, 139</p>	<p>6. identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). 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: 31, 34, 44-45, 65, 68-69, 138-139, 140, 163, 166-167, 177, 205, 259, 271, 279, 282, 290, 297, 303, 328, 314, 338, 383, 406, 455 TE Only: 122-a</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: 25, 34, 35, 44-45, 49, 58, 68-69, 73, 99, 147, 171, 177, 327, 328, 373 TE Only: 192</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: 20, 34, 35, 40, 44-45, 49, 58, 68-69, 99, 230, 236, 271, 279, 327, 425 TE Only: 192</p>	<p>10. identify commonly recognized historical and contemporary figures of the target culture.</p>					

CONNECTIONS					
<p>SE/TE: 35, 44-45, 59, 68-69, 73, 131, 142-143, 179, 187, 192-193, 236, 271, 358-359, 407, 433</p> <p>TE Only: 377</p>	<p>1. identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.</p>				
<p>SE/TE: 16, 31, 92, 152, 156, 160, 164, 177, 205, 253, 264, 290, 337, 338</p> <p>TE Only: 310</p>	<p>2. identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).</p>				
<p>SE/TE: 39</p> <p>TE Only: 35, 143, 243, 255, 353, 391</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: 2, 5, 34, 52, 106, 178, 205, 286, 333, 389, 406, 434, 435</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					
<p>SE/TE: 39, 61, 89, 113, 210, 236, 257, 285, 329, 357, 414</p>	<p>1. compare and contrast the sound-symbol association of English to that of the target language.</p>				

<p>SE/TE: 34, 38, 52, 57, 81, 212-213, 232, 255, 280, 286, 307, 406</p>	<p>2. identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.</p>						
<p>SE/TE: 5, 38, 130, 228, 235, 258, 434, 460 TE Only: 79, 80</p>	<p>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).</p>						
<p>SE/TE: 32, 36, 60, 62, 82, 130, 184, 206, 232, 255, 280, 308, 332, 410, 434 TE Only: 80</p>	<p>4. identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.</p>						
<p>SE/TE: 1, 31, 65, 66, 86, 92, 106, 116, 140, 164, 166-167, 177, 201, 205, 238-239, 253, 264, 314, 338, 363, 365, 418, 442 TE Only: 77</p>	<p>5. recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.</p>						
<p>COMMUNITIES</p>							
<p>SE/TE: 39, 66, 89, 182, 210, 261, 265, 415 TE Only: 41, 57, 66, 116, 165, 183, 191, 243, 310, 363</p>	<p>1. locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.</p>						

<p>SE/TE: 39, 66, 111, 182, 210, 261, 264, 311, 363, 415, 463</p> <p>TE Only: 34, 35, 264, 363</p>	<p>2. recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.</p>						
<p>SE/TE: 39, 41, 66, 182, 210, 264, 415, 419, 443</p> <p>TE Only: 41, 57, 66, 92, 111, 116, 165, 183, 191, 210, 270-b, 325, 363, 366, 379, 389, 403, 405, 456, 457, 461</p>	<p>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).</p>						