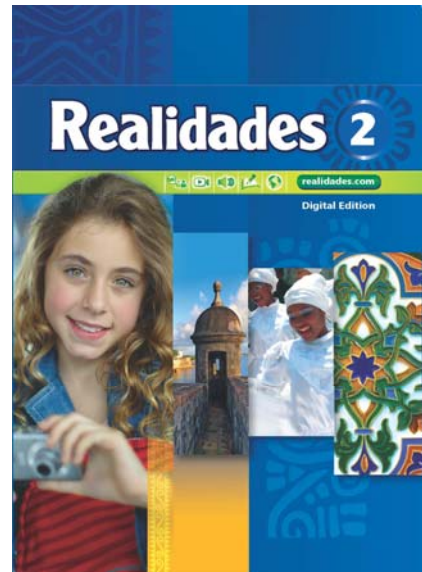


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**To the
West Virginia Modern Languages
Level II Standards**

Table of Contents

NON-NEGOTIBLE EVALUATION CRITERIA3

GENERAL EVALUATION CRITERIA.....5

SPECIFIC EVALUATION CRITERIA.....12

PUBLISHER:	Pearson Education, Inc., publishing as Prentice Hall		
SUBJECT:	World Languages	SPECIFIC GRADE:	9-12
COURSE:	World Language–Modern Languages–Level II	TITLE:	Realidades 2
COPYRIGHT:	2014		
SE ISBN:	9780133199666	TE ISBN:	9780133199529

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>Realidades 2 contains materials that include photos, illustrations, and content that connects with an array of products, content, and illustrations from Spanish-speaking cultures. Samples include: Photos: 29, 45, 130, 194, 251, 401, 427, 454, 476 Illustrations: 102, 170, 217, 267, 278, 294, 309</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, and cultures are highlighted throughout Realidades 2. Sample references include: Photos: 47, 85, 201, 212, 240, 241, 312 Illustrations: 22, 46, 131, 212, 251, 374, 452 Heritage: 59, 228, 230, 252, 326, 365, 378, 470 Concepts: 36, 220, 332, 338, 420, 431, 436, 485</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 2 contains the complete Student Edition online and on DVD for an interactive visual experience. Additional online materials include, DK Bilingual Visual Dictionary, 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 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 Realidades 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: 12, 24, 52, 83, 137, 175, 187, 253, 362, 417	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.							
SE/TE: 25, 55, 109, 198, 271, 309, 329, 359, 279, 459	2. ample opportunities to collaborate on task-based learning activities.							
SE/TE: 64, 93, 120, 176, 283, 311, 389, 392, 419, 444	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: 26, 35, 64, 176, 247, 273, 291, 329, 337, 381	4. express and support an opinion.					
SE/TE: 37, 65, 121, 177, 285, 393 TE Only: 14-b, 126-b, 236-b, 448-b	5. publish original materials in the target language in a variety of formats including multimedia, print, etc.					
SE/TE: 176, 247, 273, 291, 381, 461, 466, 483, 489, 493	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: 28, 52, 109, 171, 208, 227, 271, 309, 329, 412	7. use interpersonal skills to work cooperatively to accomplish a task.					
SE/TE: 37, 121, 205, 313, 339, 421 TE Only: 14-b, 70-b, 182-b, 290-b	8. develop and initiate a plan of action to complete a task or project.					
SE/TE: 65, 149, 259, 367, 421, 445 TE Only: 126-b, 236-b, 344-b, 398-b	9. practice time- and project-management skills.					
SE/TE: 65, 121, 149, 205, 313, 367, 421 TE Only: 14-b, 290-b, 398-b	10. reflect upon and evaluate the results of a task or project.					

<p>SE/TE: 65, 84, 149, 204 TE Only: 14-b, 70-a, 126-b, 182-a, 236-b, 398-a</p>	<p>11. assume various roles and responsibilities when working independently or as a group.</p>						
<p>SE/TE: 11, 26, 57, 231 TE Only: 70-b, 182-b, 290-b, 344-b, 398-b</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>SE/TE: 235, 263 TE Only: 4, 73, 85, 91, 163, 224, 258, 320, 364</p>	<p>13. include multiple strategies for differentiation, intervention and enrichment to support all learners.</p>						
<p>SE/TE: 452-453, 456, 458, 460, 461, 463, 466-467, 468-469, 471 TE Only: 448-b</p>	<p>14. support college and career readiness.</p>						
<p>SE/TE: 28, 52, 108, 162, 251, 281, 304, 333, 362, 439</p>	<p>15. provide opportunities to build spontaneous capacity at the appropriate level.</p>						
<p>SE/TE: 93, 231, 285, 313, 339, 393, 421, 445 TE Only: 70-b, 236-b, 398-b</p>	<p>16. provide opportunities to participate in self-directed learning and practice.</p>						
<p>Life Skills</p>							

<i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>			
SE/TE: 36, 62-63, 64, 92, 148, 204, 282-283, 304, 444, 477	17. for community and global awareness.		
Assessment <i>The World Language Instructional Materials provide:</i>			
TE Only: 69, 97, 153, 209, 263, 315, 343, 397, 447, 497	18. ongoing diagnostic formative and summative assessments.		
SE/TE: 93, 177, 205, 285, 339, 367, 445 TE Only: 126-b, 236-b, 448-b	19. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.		
SE/TE: 37, 65, 121, 177, 259, 285, 313, 339, 393, 421	20. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.		

Organization, Presentation and Format

The World Language instructional materials:

<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE:</p> <p>Contents: ix-xvii</p> <p>TE Only:</p> <p>Differentiated Assessment: Chapters 1-9</p> <p>Chapter Organization: T9</p> <p>Scope and Sequence: T12</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-T36</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:</p> <p>Presentación oral: 37, 93, 149, 206, 259, 313, 367, 421, 471</p> <p>Presentación escrita: 65, 121, 177, 231, 285, 339, 393, 445, 495</p>	<p>23. are written with minimal use of English.</p>						

<p>This objective is addressed throughout. See, for example:</p> <p>TE Only:</p> <p>Differentiated Instruction: 22, 52, 80, 148, 202, 242, 270, 362, 384, 448</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:</p> <p>La cultura en vivo: 36, 92, 148, 204, 258, 312, 366, 420, 470</p> <p>Perspectivas del mundo hispano: 64, 120, 176, 230, 284, 338, 392, 444, 494</p> <p>TE Only:</p> <p>Theme Project: xxxii-b, 14-b, 70-b, 126-b, 182-b, 236-b, 290-b, 344-b, 398-b, 448-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: 20-21, 48-49, 76-77, 104-105, 132-133, 160-161, 188-189, 214-215, 242-243, 268-269, 296-297, 322-323, 350-351, 376-377, 404-405, 428-429, 454-455, 478-479</p> <p>Videomisterio: 38-39, 66-67, 94-95, 122-123, 150-151, 178-179, 206-207, 232-233, 260-261, 286-287, 314-315, 340-341, 368-369, 394-395</p> <p>Videocultura: Chapters 1-9</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 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: 24, 82, 108, 163, 217, 281, 329, 361, 412, 458	1. exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.										

SE/TE: 32, 109, 143, 218, 279, 355, 379, 407, 412, 432	2. exchange and understand information including preferences and emotions.						
SE/TE: 159, 161, 163, 165, 168, 169, 173, 383, 384 TE Only: 126-b	3. give and follow basic directions, instructions and commands in common social settings.						
For supporting content, please see: SE/TE: 10, 108, 135, 225, 252, 300, 325, 379, 408, 432	4. ask for simplification and clarification to ensure understanding.						
SE/TE: 169, 198, 217, 247, 271, 300, 329, 379, 408, 431	5. ask and answer questions in settings that lead to a number of alternative and predictable responses.						
Interpretive – listening and reading							
SE/TE: 49, 105, 151, 233, 243, 287, 297, 315, 341, 377	1. determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).						
SE/TE: 35, 63, 77, 105, 119, 174, 179, 257, 282, 364	2. derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.						

<p>SE/TE: 120, 167, 175, 241, 253, 279, 325, 336-337, 362, 385</p>	<p>3. recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts.</p>						
<p>SE/TE: 390-391, 411, 415, 418-419, 432, 465, 483, 491</p>	<p>4. view, listen to and respond to culturally relevant sources by identifying people, objects, places, actions and ideas.</p>						
<p>Presentational – speaking and writing</p>							
<p>SE/TE: 37, 93, 149, 205, 259, 313, 367, 421, 471 TE Only: 182-b</p>	<p>1. produce comprehensible intonation and pronunciation.</p>						
<p>SE/TE: 93, 149, 205, 259, 313, 367, 421, 471 TE Only: 398-b, 448-b</p>	<p>2. prepare and present brief oral and written texts using basic verb tenses.</p>						
<p>SE/TE: 35, 93, 149, 205, 259, 313, 367, 421, 471 TE Only: 70-b</p>	<p>3. create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).</p>						
<p>SE/TE: 59, 63, 85, 119, 203, 280, 311, 391, 419, 443</p>	<p>4. state the main ideas and pertinent details of oral and written texts.</p>						

CULTURE							
SE/TE: 17, 32, 54, 216, 220, 247, 308, 358, 378, 425	1. compare and contrast common beliefs and attitudes of the target and native cultures.						
SE/TE: 61, 115, 150, 201, 227, 307, 333, 363, 417, 439	2. discuss generalizations derived from contemporary and/or historical issues that one culture makes about another.						
SE/TE: 94-95, 112-113, 120, 146-147, 176, 218, 228-229, 247, 254, 355	3. discuss the implications of social, geographical and historical factors influencing cultural practices.						
SE/TE: 121, 148, 170, 212, 217, 366	4. use typical behaviors appropriate to everyday social situations in the target culture(s).						
SE/TE: 1, 54, 148, 172, 191, 192, 337, 381, 431, 458	5. compare and contrast practices among same-language cultures.						
SE/TE: 17, 55, 92, 148, 227, 280, 325, 347, 425 TE Only: 290-b	6. describe and discuss common objects, images, products and symbols of the target culture(s).						
SE/TE: 17, 55, 101, 117, 141, 157, 173, 201, 326, 475	7. explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture(s).						

SE/TE: 25, 94-95, 117, 223	8. identify major historical and contemporary figures of the target culture(s).						
CONNECTIONS							
SE/TE: 6, 25, 60, 83, 112-113, 145, 173, 197, 279, 304, 361	1. determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa.						
SE/TE: 84, 192, 278, 301, 337, 347, 358, 378, 425, 458	2. explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).						
SE/TE: 11, 54, 59, 62-63, 90-91, 117, 304, 307, 312, 326	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: 168, 170, 212, 283, 382, 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, 459	1. identify and apply critical sound-symbol differences to target language usage.						
SE/TE: 183, 221, 272, 327, 383, 436	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: 158-159, 168, 327, 356, 382	3. identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations.						

SE/TE: 60, 138, 166, 199, 212-213	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: 30, 45, 92, 112-113, 120, 146-147, 176, 284, 304-305	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: 17, 36, 55, 81, 109, 131, 201, 287, 377, 411	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: 33, 173, 227, 276, 388, 439	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).							
SE/TE: 33, 173, 227, 276, 388, 439	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.							