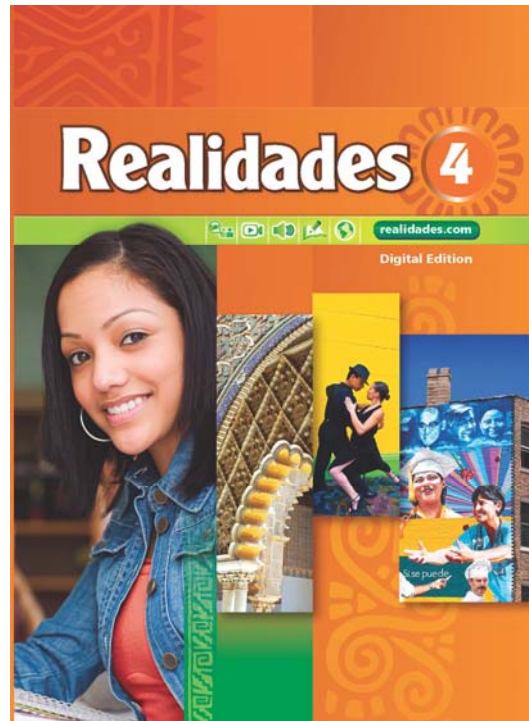


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**To the  
West Virginia Modern Languages  
Level IV Standards**

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<b>SUBJECT:</b>	World Languages	<b>SPECIFIC GRADE:</b>	9-12
<b>COURSE:</b>	World Language – Modern Languages – Level IV	<b>TITLE</b>	Realidades 4
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## NON-NEGOTIBLE EVALUATION CRITERIA

### 2017-2023 Group V – World Language – Modern Languages Level IV Grades 9-12

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			1. <b>INTER-ETHNIC</b> The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	<i>Realidades 4</i> contains materials that include photos, illustrations, and content that connect with an array of products, content, and illustrations from Spanish-speaking cultures. Samples include: <b>Photos:</b> 95, 190, 207, 236, 347 <b>Illustrations:</b> 15, 46, 80, 84, 93, 115, 125, 147, 159, 160, 180, 269, 327

			<p>2. <b>EQUAL OPPORTUNITY</b>  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 <b>Realidades 4</b>. Sample references include:  <b>Photos:</b> 162, 191, 207, 227, 231, 323, 391  <b>Illustrations:</b> 93, 95, 125, 159, 160, 328  <b>Content:</b> 167-169, 211, 219, 223, 317</p>
			<p>3. <b>FORMAT</b>  This resource is available as an option for adoption in an interactive electronic format.</p>	<p>The Digital Edition of <b>Realidades 4</b> contains the complete Student Edition online and on DVD for an interactive visual experience. Additional online materials include:  DK Bilingual Visual Dictionary; Videos for Grammar Tutorials and VideoRed with authentic videos that connect to the contemporary Spanish-speaking world; <b>Go</b> online practice and review; <b>Weblinks</b> to encourage further research, and <b>Práctica oral</b> with speaking tasks that can be recorded and saved,</p>
			<p>4. <b>BIAS</b>  The instructional material is free of political bias.</p>	<p><b>Realidades 4</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 <b>Realidades 4</b> are free from political bias.</p>

## GENERAL EVALUATION CRITERIA

**2017-2023**

### Group V – World Language – Modern Languages Level IV Grades 9-12

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 21<sup>st</sup> Century which includes opportunities for students to develop:</i>				
<b>Next Generation Skills:</b>					
<b>Thinking and Problem-Solving Skills</b>					
<i>Content: The World Language instructional materials provide:</i>					
<b>SE/TE:</b> 9, 17, 65, 149, 177, 197, 217, 251, 265, 303	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
<b>SE/TE:</b> 6, 72, 104, 138, 170, 204, 240, 272, 304, 336	2. ample opportunities to collaborate on task-based learning activities.				
<b>SE/TE:</b> 17, 53, 98, 132, 183, 217, 265, 283, 296, 336	3. ample opportunities for students to use higher order thinking skills, i.e. Bloom's taxonomy skills.				

<b>SE/TE:</b> 49, 71, 98, 145, 211, 217, 234, 283, 296, 315	4. ample opportunities for students to have interpersonal communication in the target language to handle situations when a complication arises.							
<b>Information and Communication Skills</b> <i>For student mastery of content standards and objectives, the instructional materials include multiple strategies that provide students with ample opportunities to:</i>								
<b>SE/TE:</b> 72, 81, 97, 117, 149, 163, 185, 217, 237, 283	5. express and support an opinion.							
<b>SE/TE:</b> 36, 72, 104, 138, 170, 204, 240, 336, 368, 398	6. publish original materials in the target language in a variety of formats including multimedia, print, etc.							
<b>SE/TE:</b> 36, 53, 65, 117, 183, 223, 283, 296. 315, 398	7. exchange opinions with increasingly longer discourse.							
<b>Personal and Workplace Productivity Skills</b> <i>For students mastery of content standards and objectives, the instructional materials provide students with opportunities to:</i>								
<b>SE/TE:</b> 52, 98, 103, 112, 137, 158, 217, 228, 253, 288	8. use interpersonal skills to work cooperatively to accomplish a task.							
<b>SE/TE:</b> 17, 52, 58, 81, 117, 149, 177, 283, 331	9. develop and initiate a plan of action to complete a task or project.							
<b>SE/TE:</b> 36, 72, 104, 138, 170, 204, 240, 272, 336, 368	10. practice time- and project-management skills.							

<b>SE/TE:</b> 36, 72, 104, 138, 170, 204, 240, 272, 336, 368	11. reflect upon and evaluate the results of a task or project.							
<b>SE/TE:</b> 96, 117, 132, 183, 234, 265, 315, 349, 362, 379	12. assume various roles and responsibilities when working independently or as a group.							
<b>SE/TE:</b> 36, 51, 68-71, 72, 102-103, 119, 136-137, 138, 238-239, 334-336	13. 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><b>Developmentally Appropriate Instructional Resources and Strategies</b>  <i>For student mastery of content standards and objectives, the instructional materials:</i></p>								
<b>SE/TE:</b> 5, 10-11, 28, 41, 56, 117, 154, 195, 222, 277	14. include multiple strategies for differentiation, intervention and enrichment to support all learners.							
<b>SE/TE:</b> vi, 9, 29, 63, 92, 138, 144, 183, 228, 380 <b>TE Only:</b> 162	15. support college and career readiness.							
<b>SE/TE:</b> 118, 148, 178, 222, 247, 289, 317, 355, 374, 380	16. provide opportunities to build spontaneous capacity at the appropriate level.							
<b>SE/TE:</b> 54, 78, 124, 149, 228, 239, 256, 265, 283, 343	17. provide opportunities to participate in self-directed learning and practice.							

<b>Life Skills</b> <i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>						
<b>SE/TE:</b> 31, 44, 113, 142, 183, 201-203, 208, 233, 276, 317	18. for community and global awareness.					
<b>Assessment</b> <i>The World Language instructional materials provide:</i>						
<b>SE/TE:</b> 37, 139, 205, 241, 273, 305, 337, 369, 399	19. ongoing diagnostic formative and summative assessments.					
<b>SE/TE:</b> 72, 138, 169, 204, 240, 268, 272, 303, 304, 336	20. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.					
<b>SE/TE:</b> 36, 104, 138, 170, 204, 240, 272, 304, 336, 368	21. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.					
<b>Organization, Presentation and Format</b> <i>The World Language instructional materials:</i>						
This objective is addressed throughout. See, for example: <b>SE/TE:</b> Contents: viii-xix <b>TE Only:</b> Scope and Sequence: T12 Integrating Technology in the Classroom: T14-T15 Integrating 21 <sup>st</sup> Century Skills: T16	22. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.					



<p>This objective is addressed throughout. See, for example:</p> <p><b>SE/TE:</b></p> <p>Contents: viii-xix</p> <p><b>TE Only:</b></p> <p>Scope and Sequence: T12</p> <p>Integrating Technology in the Classroom: T14-T15</p> <p>Integrating 21<sup>st</sup> Century Skills: T16</p>	<p>23. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.</p>							
<p>This objective is addressed throughout. See, for example:</p> <p><b>SE/TE:</b></p> <p>Páginas: 33, 68, 102, 135, 167, 201, 238, 269, 300, 334, 365, 395</p> <p>Taller: 36, 72, 104, 138, 170, 204, 240, 272, 304, 336, 368, 398</p> <p>Práctica oral: Chapters 1-12</p>	<p>24. are written with minimal use of English.</p>							

<p>This objective is addressed throughout. See, for example:</p> <p><b>SE/TE:</b></p> <p>Preparing for the AP® Spanish Language and Culture Examination: vi</p> <p>VideoRed: 18, 54, 82, 118, 150, 184, 218, 252, 284, 316, 350, 380</p> <p>Comunidades: 18, 54, 82, 118, 150, 184, 218, 252, 284, 316, 350, 380</p> <p>Conexiones: 18, 55, 83, 119, 151, 185, 219, 253, 285, 317, 351, 381</p> <p>Comparaciones: 18, 55, 83, 119, 151, 185, 219, 253, 285, 317, 351, 381</p> <p>Tutorials: 24, 59, 88, 125, 156, 191, 224, 259, 290, 324, 356, 386</p>	<p>25. include opportunities for differentiated activities.</p>							
<p>This objective is addressed throughout. See, for example:</p> <p><b>SE/TE:</b></p> <p>Conexiones: 18, 55, 83, 119, 151, 185, 219, 253, 285, 317, 351, 381</p> <p>Comparaciones: 18, 55, 83, 119, 151, 185, 219, 253, 285, 317, 351, 381</p> <p>Páginas: 33, 68, 102, 135, 167, 201, 238, 269, 300, 334, 365, 395</p>	<p>26. 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><b>SE/TE:</b></p> <p>VideoRed: 18, 54, 82, 118, 150, 184, 218, 252, 284, 316, 350, 380</p> <p>Así lo decimos: 21, 57, 77, 121, 143, 187, 221, 255, 287, 319, 341, 373</p> <p>Tutorials: 24, 59, 88, 125, 156, 191, 224, 259, 290, 324, 356, 386</p> <p>realidades.com</p>	<p>27. 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 IV Grades 9-12

The expansion of communication skills remains the focus of Modern Foreign Languages Level IV objectives. Level IV students expand communication skills by initiating and maintaining conversations using an extensive vocabulary on a number of topics and in various settings. They also use a variety of interrogative styles and other interactive techniques to exercise control during communication. Level IV students successfully explain or describe concepts when the precise term is not available. These students supplement their vocabulary by referring to dictionaries and other references, rather than relying on the teacher. Students report, narrate and describe by connecting sentences with transitions to create paragraph-length discourse in both oral and written communication. They express, with ease, their own thoughts in numerous tenses on an impromptu basis. They also respond to hypothetical situations and react with other types of speculative thinking, e.g., stating hopes, wishes and rationales. Level IV students communicate with little hesitation and with an accent/intonation that does not detract from comprehensibility. Errors may occur from time to time without any significant effect on the flow of communication. Students are comprehensible to a native speaker, with clarification as needed.

Efficient use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives continues to lead students to proficiency. It is still important to note that knowledge and skills acquired in previous levels are maintained and expanded in this and 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. For all students, the goal remains how to develop the ability to know 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
<b>COMMUNICATION</b>								
<b>Interpersonal - listening, speaking, reading and writing</b>								
<b>SE/TE:</b> 19, 33, 103, 131, 188, 214, 217, 265, 303, 322	1. engage in extended written and spoken dialogue (e.g., interviews, detailed descriptions, narrations, discussions of contemporary and historical issues) employing level-appropriate vocabulary and structure.							
<b>SE/TE:</b> 17, 35, 83, 117, 149, 163, 197, 234, 283, 355	2. generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).							
<b>SE/TE:</b> 80, 81, 194, 195, 258, 272, 343	3. give and follow complex directions, instructions and commands in sustained discussion.							
For supporting content, please see: <b>SE/TE:</b> 8, 51, 116, 137, 169, 189, 227, 268, 299, 329	4. ask for clarification and paraphrase to ensure understanding.							

<b>SE/TE:</b> 29, 83, 151, 185, 219, 250, 285, 317, 347, 361	5. ask and answer questions in open-ended and hypothetical settings.						
<b>Interpretive - listening and reading</b>							
<b>SE/TE:</b> 55, 67, 101, 132, 150, 184, 237, 258, 284, 322	6. analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).						
<b>SE/TE:</b> 65, 98, 101, 135, 163, 183, 218, 265, 283, 315	7. elaborate on personal interpretations gained from discussions, narratives and various authentic presentations.						
<b>SE/TE:</b> 48, 76, 112, 174, 213, 238-239, 269-271, 285, 300-303, 334-336	8. recognize and make sense of authentic, oral and written, language supported by minimal contextual and/or visual prompts.						
<b>SE/TE:</b> 18, 54, 82, 101, 118, 134, 150, 218, 237, 284	9. view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.						
<b>Presentational - speaking and writing</b>							
<b>SE/TE:</b> 104, 151, 204, 288, 296, 304, 351, 362, 375, 379	10. monitor personal patterns of intonation and pronunciation and incorporate fluent models from exemplary sources.						
<b>SE/TE:</b> 80, 97, 131, 158, 181-182, 196-197, 227, 249-250, 281, 326-327	11. select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.						

<b>SE/TE:</b> 62, 72, 83, 117, 138, 161, 183, 188, 224, 336	12. produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays, reports, poetry, short stories).						
<b>SE/TE:</b> 27, 52, 103, 116, 169, 182, 223, 299, 329, 367	13. paraphrase and/or summarize the main ideas and pertinent details of oral and written texts.						
<b>CULTURE</b>							
<b>SE/TE:</b> 19, 52, 92, 116, 182, 210, 234, 253, 271, 314	1. explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.						
<b>SE/TE:</b> 82, 92, 99, 103, 116, 128, 198, 223, 253, 346	2. analyze the origin and implications of generalizations about the target culture(s).						
<b>SE/TE:</b> 154, 177, 178, 234 <b>TE Only:</b> 142, 152, 163, 220	3. incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).						
<b>SE/TE:</b> 29, 66, 185, 235, 253, 257, 269-271, 317, 351, 363, 393	4. examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective.						
<b>SE/TE:</b> 127, 133, 164, 223, 253, 266, 317, 363, 393	5. evaluate the effects of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).						

<p><b>SE/TE:</b> 44, 48, 54, 55, 63, 79, 119, 332</p> <p><b>TE Only:</b> 40</p>	<p>6. explore historical and societal issues from a perspective within the target culture(s) (e.g., how depletion of the rain forest impacts culture of Central and South America, young workers in French society).</p>						
<p><b>SE/TE:</b> 92, 100-101, 102-103, 111, 116, 131-132, 133, 200, 213, 266</p>	<p>7. define the impact of historical and contemporary figures of the target culture(s).</p>						
<p><b>CONNECTIONS</b></p>							
<p><b>SE/TE:</b> 44, 54, 63, 103, 111, 133, 154, 208, 265</p> <p><b>TE Only:</b> 56</p>	<p>1. incorporate concepts and skills learned in the target language to other subject areas and vice versa.</p>						
<p><b>SE/TE:</b> 63, 65, 81, 163, 211, 223, 265, 289, 349</p> <p><b>TE Only:</b> 142</p>	<p>2. formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events).</p>						
<p><b>SE/TE:</b> 19, 52, 78, 103, 119, 169, 234, 253, 257, 317</p>	<p>3. analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts (e.g., literary texts, news broadcasts, newspaper/magazine editorials).</p>						
<p><b>SE/TE:</b> 18, 54, 119, 185, 219, 253, 285, 316, 351, 380</p>	<p>4. use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms).</p>						



<b>COMPARISONS</b>						
<p>For supporting content, please see:</p> <p><b>TE Only:</b> 5, 41, 77, 109, 175, 209, 277, 309, 341, 373</p>	<p>1. discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., in Spanish difference in sound of initial “d” as opposed to intervocalic “d”).</p>					
<p><b>SE/TE:</b> 5, 41, 77, 109, 175, 209, 277, 309, 341, 373</p> <p>Instruction on TE pages would require circumlocution.</p> <p>TE: 13, 89, 167, 239, 320</p>	<p>2. apply knowledge of linguistic patterns to circumlocute* in order to communicate effectively.</p>					
<p><b>SE/TE:</b> 21, 57, 85, 121, 153, 187, 221, 255, 287, 319</p>	<p>3. judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.</p>					
<p><b>SE/TE:</b> 5, 7, 77, 121, 175, 187, 277, 287, 341, 373</p>	<p>4. analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors.</p>					
<p><b>SE/TE:</b> 53, 65, 72, 158, 234, 331, 362, 309</p> <p><b>TE Only:</b> 52, 64</p>	<p>5. predict and describe future cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which would enable these exchanges.</p>					

<b>COMMUNITIES</b>						
<b>SE/TE:</b> 44, 54, 210, 308, 385, 372 <b>TE Only:</b> 64, 78	1. seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations, target language media channels, long distance conferencing).					
<b>SE/TE:</b> 44, 54, 210, 308, 385, 372 <b>TE Only:</b> 64, 78	2. refine and use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, work-based learning for international associations/businesses, exchange programs, foreign travel, sports, cuisine, fine arts).					
<b>SE/TE:</b> 44, 54, 210, 308, 385, 372 <b>TE Only:</b> 64, 78	3. expand personal use of the target language (e.g., establishing associations with community heritage language clubs and organizations, teaching mini lessons to elementary students, tutoring, mentoring ELL students, translating, assisting speakers of other languages) within and beyond the school setting.					