

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	

NON-NEGOTIABLE EVALUATION CRITERIA

2017-2023
Group V – World Language – Latin Level I
Grades 7-12

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			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).	
			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).	
			3. FORMAT This resource is available as an option for adoption in an interactive electronic format.	
			4. BIAS The instructional material is free of political bias.	

2017-2023
Group V – World Language – Level I
Grades 7-12

(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>								
	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.							
	2. ample opportunities to collaborate on task-based learning activities.							
	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>								
	4. express and support an opinion.							
	5. publish original materials in the target language in a variety of formats including multimedia, print, etc.							
	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>								

	7. use interpersonal skills to work cooperatively to accomplish a task.						
	8. develop and initiate a plan of action to complete a task or project.						
	9. practice time- and project-management skills.						
	10. reflect upon and evaluate the results of a task or project.						
	11. assume various roles and responsibilities when working independently or as a group.						
	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>							
	13. include multiple strategies for differentiation, intervention and enrichment to support all learners.						
	14. support college and career readiness.						
	15. provide opportunities to build spontaneous capacity at the appropriate level.						
	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>							
	17. for community and global awareness.						
Assessment							
<i>The World Language Instructional Materials provide:</i>							
	18. ongoing diagnostic formative and summative assessments.						
	19. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.						
	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:*

	21. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.						
	22. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.						
	23. are written with minimal use of English.						
	24. include opportunities for differentiated activities.						
	25. integrate culture in language learning instead of culture being introduced in isolated factoids.						
	26. provide various interactive multimedia resources for student use.						

SPECIFIC EVALUATION CRITERIA

2017-2023
Group V – World Language – Latin Level I
Grades 7-12

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
COMMUNICATION								
	1. recognize and reproduce the sounds of Latin.							
	2. comprehend and follow basic oral and written instructions and commands.							
	3. ask and answer simple questions.							
	4. read and recall information from selections.							
	5. demonstrate knowledge of basic vocabulary, inflectional systems and syntax.							
	6. select the most appropriate meaning for words based on context.							
	7. write words, phrases and short sentences from dictation.							
	8. write simple phrases or sentences in Latin.							
CULTURE								
	1. identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).							
	2. recognize and describe common generalizations that one culture makes about another.							

	3. identify and discuss social, geographical and historical factors influencing cultural practices.						
	4. recognize behaviors associated with the target culture(s).						
	5. identify practices of different geographical locations within Roman culture.						
	6. identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations)						
	7. identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., military standards, foods, monuments).						
	8. give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).						
	9. identify commonly recognized figures of the target culture.						
CONNECTIONS							
	1. identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.						
	2. identify the cultural relevance of common customs and traditions (e.g., holidays, saints' days).						
	3. identify perspectives from appropriate authentic sources.						
	4. recognize connections between the native and target languages (e.g., cognates*, derivatives*, loan words, non-verbal communications).						
COMPARISONS							
	1. compare and contrast the sound-symbol association of English to that of the target language.						
	2. identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.						

	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).						
	4. identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.						
	5. recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.						
COMMUNITY							
	1. locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.						
	2. recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.						
	3. identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, National Foreign Language Week, International Education Week).						