2015 Instructional Material Summer Review Institute

Grade K – 8 : English Language Arts/Reading; CORE Reading Intervention; Modern, Classical and Native Languages

**Review Team Appraisal of Title**

**Modern, Classical and Native Languages**

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

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| Text Title: | T’es branche, level 1A | Publisher: | EMC Paradigm |
| Course: | French | Grade Level: | 6-8 |
| SE ISBN: | 9780821966662 | TE ISBN: | 09780821966723 |

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| **SECTION 1 – Modern, Classical and Native Languages Standards 1-30** |
| Reviewer # and Section 1 Total: 1. #1 TOTAL150 2. #2 TOTAL150 3. #3 TOTAL150  Average Score: 150  Review Team Assessment of material’s compliance with Section 1:  NMAC requirements (1-7): Clear identification of essential questions, topics, and communicative objectives.  Content (8-12): Content is age appropriate and explained well (teacher will need to note a few high school-level references).  Assessment (13-16): Differentiation is consistently embedded. Multiple ideas and suggestions for differing needs are integrated.  Organization and Presentation (17-21): Modified instruction is provided for various levels.  Communication (22-23): Communicative activities are authentic.  Cultures (24-26): Provides consistent treatment of the Francophone world. Culture is integrated rather than being “tacked on.” Culture covers many contemporary topics that students will find interesting. Readings are authentic, rather than being contrived.  Connection (27-30): Activities consistently address multiple content areas.  Comparisons and Communities (29-30): Authentic activities allow students to apply language in real-world situations. |
| **SECTION 2 – Other Criteria Standards 31-53** |
| Reviewer # and Section 2 Total: 1. #1 TOTAL115 2. #2 TOTAL108 3. #3 TOTAL113  Average Score: 112  Review Team Assessment of material’s compliance with Section 2:  Student Edition (31-38): Vocabulary is level-appropriate. Text is visually clean, with no extraneous or distracting images. White space is appropriately used. The text is visually appealing to students. Colors are used effectively to indicate concepts, topics, or content. Text provides for individual practice and mastery, coupled with practicing with partners and groups. The introduction to why a student would study French is very well presented.  Teacher Edition (39-45): Lesson planning, pointers, and other teacher information was very good and thorough. Each lesson has a clear plan. Text makes connections across disciplines and provides practice in CCSS. Content has a good progression and sequence. Text is manageable. Content could be covered in a school year without having to make sacrifices.    Construction, Design, and Accuracy of Material (46-50): Material is consistently accurate, updated, and well presented.  Equity and Accessibility (51-53): Differentiation is provided for multiple needs |
| **Reviewer Comments** |
| Reviewer #: 1 Reviewer Background: MCNL Teacher, Level III, MA, 16 years’ experience Comments: The text is student-focused and highly communicative. The text is ready to teach out of the box. The text covers all communicative modes consistently. Material is presented in highly manageable chunks. Student use of authentic technology is embedded. NM, ACTFL, and CCSS are consistently addressed.  Reviewer #: 2 Reviewer Background: MCNL Teacher, Level III, MA, 23 years’ experience Comments: The text would be a very good, solid, well-rounded program. I like the way the authors pulled from all areas.  Reviewer #: 3 Reviewer Background: MCNL Teacher, Level III, MA, 17 years’ experience Comments: I like the textbook because it allows students to make connections to their own lives. |