2014 Instructional Material Summer Review Institute

Grade 9-12: English Language Arts; Reading; CORE Reading Intervention; Modern, Classical and Native Languages

**Review Team Appraisal of Title – Modern, Classical and Native Languages**

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| Text Title: | Realidades, Level 4 | Grade Level: | 9-12 |
| Course: | Spanish 4 | SE ISBN: | 9780133199680 |
| Publisher: | Pearson Ed., Inc. as Prentice Hall | TE ISBN: | 9780133199543 |

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| **SECTION 1 – Modern, Classical and Native Languages Standards** |
| Reviewer # and Section 1 Total: #10 TOTAL 185 #11 TOTAL 185 #12 TOTAL 160 Average Score: 177 Review Team Assessment of material’s compliance with Section 1: * **NMAC Requirements** (1-7): Standards are aligned with the ACTFL standards and are embedded throughout lessons. The book offered multiple activities in which it connected the cultures with the target language. The book had great pre-write activities, oral presentations such as plays, games, art, and interviews. Book incorporated 21st century skills through technology.
* **Content** (8-13): Content is contemporary and relevant to today’s social concerns. It is aligned with ACTFL standards. Realidades.com offered GramActiva to practice grammar.
* **Equity and Accessibility** (14-16): The textbook is available in hard-copy, DVD, and on-line. The textbook is durable and easy to transport.
* **Assessment** (17-20): Exams are differentiated for all levels of learners. Pre and post exams are available. Assessment program included: alternate assessments, Exam View, Auto-graded exams, Pre-AP test bank, presentational /oral/written assessments.
* **Organization and Presentation** (21-25): Thematic units were divided into 2 lessons. Each unit began with the communicative chapter objectives. Teacher directions were comprehensible. It was very easy to navigate from unit to unit. Practical teaching strategies were included. Many activities were interactive which allowed students more practice.
* **Instructional Design and Support** (26-28): The publisher will provide professional development either onsite or virtually depending on the number of textbooks purchased.
* **Communication, Cultures, Connection and Comparisons/Communities** (29-37): The culture was embedded in the language activities. The target language was integrated with other subjects. All themes were intergraded with diverse cultural topics that give students opportunities to discuss and debate subjects ranging from gender equality to dealing with the elderly.
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| **SECTION 2 – Other Criteria** |
| Reviewer # and Section 2.A Total: #10 TOTAL 97 #11 TOTAL 115 #12 TOTAL 98 Average Score: 103 * **Student Edition** (38-45): Nice layout and presentation. Great pictorials. Images and photos represent diversity of various cultures and people. Performance based activities in reading, speaking, listening, and writing were included. Some of the images are too small.
* **Teacher Edition** (46-52): The teacher’s edition provided planning support for teaching each unit and lesson. The book provided theme projects, oral presentations. Lesson objectives and standards were integrated in each unit. Pre-AP support, multiple Intelligence, Heritage Learners, students with special needs, students with learning difficulties, and advanced learner lessons were provided. Multiple printed and technology tools are available to support individual student progress. Clear scope and sequence. This book lacks differentiating for different levels of learning ability.
* **Construction and Design of Materials** (53-56): The font in the TE was small on some pages. The book was durable, well organized, and user friendly.
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| **Reviewer Comments** |
| **Reviewer #: 10** Reviewer Background: Spanish Teacher 9-12Comments: The book provided fantastic interactive strategies to reach and accommodate each student as they progress to AP.**Reviewer #: 11** Reviewer Background: Spanish Teacher 9-12 Comments: Nice Spanish program for Pre-AP or AP.**Reviewer #: 12** Reviewer Background: Spanish Teacher 9-12 Comments: The textbook provides a wide-range of resources and activities to prepare students for the AP Language assessment but it lacks the pre-simulated component of the AP language exam. |