

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Face a Face 3e Student Edition + SuperSitePlus (6Y)	Publisher	Vista Higher Learning, Inc.
SE ISBN	9781543320084	TE ISBN	9781543308945
SW ISBN		Grade Level/Content	12--French

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended (90% and above)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score
91%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized	<input type="checkbox"/>
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Average Score
86%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

This is an aspect in which Face-à-Face excels. There are many examples, illustrations and exercises that relate to real-life experiences as well as diverse cultural backgrounds. The beauty of using media, videos, and artistic interpretations is that it is relevant to the life of young people and creates a global community connection.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Face-à-Face incorporates a range of materials and tools that allow deep learning of the French language and cultural diversity. Social media, the environment, economic topics, discrimination, diversity in social relationships are some of the themes in which multiple perspectives are honored. What is lacking is any reference to cultural and linguistically diverse learners as well as customization for special groups of students.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

91%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Face-à-Face is an advanced program that excels in the communication opportunities it offers to students and the cultural products it provides. Students engage with other disciplines as they refine their French communication skills. The focus is on immersive language rather than comparisons to English, and on cultural products rather than practices, and the text does not emphasize participation in global French-speaking communities despite its advanced level.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

Students learning through Face-à-Face speak, read, write, and comprehend French through rich discussions provoked by rich cultural products and topics. They develop their skills through embedded grammar that is tied to communication tasks. This program meets the communication standards.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The authors of Face-à-Face opted for wonderful short films, nonfiction and fiction texts, and graphic comics to provide cultural input for students. The lack of explicit culture sections that fully emphasize cultural practices and differences mean that the program only partially meets this standard.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

Students engage with a other disciplines in their discussions provoked by the content in the authentic texts that Face-à-Face provides. They deepen their knowledge of media literacy, psychology, literature, film, environmental science, urban planning, and sociology while improving their ability to communicate in French.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

In discussing the cultural topics and exploring various disciplines, students consider them through the lens of French-speaking cultures in contrast to their own. While the text provides opportunities for students to make cultural comparisons, it prioritizes immersion for advanced students and does not highlight language comparisons between French and English. The text is 100% in French as appropriate for advanced students.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The traditional format of Face-à-Face focuses on literacy and communication, discussing texts in French. As such, it is lacking in attention to connecting with French-speaking communities locally or globally. Likewise, its advanced and traditional format does not provide tools for students to track their own learning or set goals for themselves explicitly.

WL Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

96%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Face-à-Face includes a range of texts that are appropriate for advanced level learners of French. Each lesson provides a video clip, an article, a literary excerpt, and a comic strip centered on issues in the Francophone world.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

The material provides preparation and analysis sections based on the texts or video clips that give students opportunities for evidence based discussions and writing. Students are often asked to use quotes from the source to support their points of view.

Materials provide scaffolding and supports to enable students' learning of World Languages.

Statements of appraisal and supporting evidence:

There are tips and expansion ideas in the margins of the Teacher's Edition, which provide scaffolding for students. The Supersite also gives the teacher support and offers additional digital practice through the excercises and chat options.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

87%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

As a fifth year program, the texts are appropriate for the grade and allow students to engage at an advanced level of proficiency. The material does not describe how the ACTFL standards are addressed in the the overall program.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The material has a consistent layout and the overall design is appealing to learners. The Supersite provides sample lesson plans and pacing guides that are useful for teachers.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

The annotations in the Teacher's Edition give ideas for student discussions and projects related to the content in the material. There is no explanation of the role of the standards in the material.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

The digital material provides a wide range of assessment possibilites, both for print and digital access. Assessments are available for printout and oral assessment. There are embedded types of assessments throughout the textbook. On VHL Central, there are test and quiz banks as well as IPAs.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

Throughout the textbook, the VHL Central program is aligned and guidance is given to students on how to use online materials for further practice and research. The supersite could quite easily be used as a stand-alone program for virtual instruction as it contains a digital version of both textbooks as well as additional materials.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Between the authentically rich texts and opportunities for deep thinking and discussion, students of *Face-à-Face* have opportunity for interdisciplinary and personal connections. Materials can be customized with the help of teacher tips and assessments can be customized online by choosing questions according to student needs. Reviewer observed that customization for special groups of students is lacking.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

Face-à-Face provides students with opportunities to explore, analyze, discuss and apply key concepts of grammar and vocabulary within the context of complex themes and topics that are introduced and explored around rich and authentic texts. Opportunities for critical thinking and writing make this a comprehensive and high quality program.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

This is an aspect in which *Face-à-Face* excels. There are many examples, illustrations and exercises that relate to real-life experiences as well as diverse cultural backgrounds. The beauty of using media, videos, and artistic interpretations is that it is relevant to the life of young people and creates a global community connection.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Face-à-Face incorporates a range of materials and tools that allow deep learning of the French language and cultural diversity. Social media, the environment, economic topics, discrimination, diversity in social relationships are some of the themes in which multiple perspectives are honored. What is lacking is any reference to cultural and linguistically diverse learners as well as customization for special groups of students.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 22

Background and experience:

This reviewer has twenty-six years of teaching experience, eighteen of which included teaching French at both high school and university levels, and holds an NM 3A license. She is a native French speaker and attended a French high school and university prior to pursuing her teaching degree. She recently retired from full-time teaching.

Professional summary of material:

Face-à-Face is a complete resource and textbook for higher level French language students. It lends itself well to Socratic-style discussion where the students are engaged and the teacher facilitates. The texts are authentic, varied and dense. Activities range from conversation, comprehension, analysis, project-based and of course, lots of discussions. The use of short films, graphic stories (bandes dessinées), literature, poetry, and articles make *Face-à-Face* engaging and realistic. VHL Central, FaF's online companion site, supplements the textbook with additional activities, practice assignments, customizable assessments, real-time conversations and also a purely digital platform for virtual education settings. What is lacking in FaF is guidance for Cultural and Linguistic standards as well as differentiation for students with special learning needs.

Reviewer #: 23

Background and experience:

This reviewer has five years of teaching experience in French at the high school level and two years of experience at the college level. She currently holds an NM Level 2 license and teaches French at a public high school in Albuquerque Public Schools. She has lived in France on two separate occasions.

Professional summary of material:

Face-à-Face is a good resource for those at the AP level or beyond and gives students opportunities to reinforce their communicative skills in French. The text and film selections touch on topics reflecting the diversity of cultures and perspectives in the Francophone world. The Supersite allows the teacher to incorporate digital learning into the course through online exercises and chat options. The material does not include specific reference to the role of the ACTFL standards in the program.

Reviewer #: 24

Background and experience:

The reviewer has twenty-five years of experience teaching French at the secondary and post-secondary levels. She is a National Board Certified teacher who has coordinated multiple international school exchanges and lived in France twice. Currently she is teaching at a public magnet school that focuses on Project-Based Learning and the innovative use of technology. She is a Level 3A teacher in New Mexico.

Professional summary of material:

Face-à-Face provokes stimulating conversation topics for advanced French learners. The combination of short films and rich cultural texts in varied formats provide input for complex discussion tasks and topics. Students review complex grammar structures and apply them to communication. The text is suited for advanced learners and expert teachers, as it does not provide any differentiation strategies or support for struggling learners. It does not emphasize cultural practices or focus on connecting with global communities of French speakers. These deficiencies push me to only recommend it with reservations for teachers who are aware of its limitations and able to make up for these gaps through their own expertise.