

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: EMC-2040-¡A1	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
EMC Publishing, LLC

Title:
¡Aventura! 1

Author: Alejandro Vargas Bonilla

Edition: 1st

Copyright: 2009

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: Throughout the Aventura series, the Tennessee standards for foreign languages are thoroughly and comprehensively covered. Throughout each chapter, students are continually required to communicate in the target language (Goal 1). There are activities designed throughout the text that promote better speaking and listening skills. In addition, there is an entire communicative activities manual. This manual has three basic types of communicative activities to encourage practice on specific types of communication: information gap activities, postcard activities and situation cards. The information gap activities help students to practice vocabulary and grammar in information-seeking, realistic exchanges. The postcard activities allow students to practice writing short functions-based messages in Spanish. The situation cards instruct the students to complete real-life tasks in Spanish.

Students are also well-prepared to gain knowledge and understanding of other cultures (Goal 2). There is a mini culture lesson in two different parts of each chapter. In addition, at the end of each chapter there are additional culture activities. Furthermore, each chapter is centered around a particular Hispanic country or countries, which gives further cultural insight.

Goal three requires students to connect with other disciplines and acquire information. Throughout every chapter, students connect with other disciplines through readings, music and lectures. In addition, there are sections of “conexion con otras disciplinas” which helps students to connect with many other disciplines through Spanish.

The Tennessee standards also require that students develop insight into the nature of language and culture (Goal 4). Again, this is covered throughout every chapter. Grammar and vocabulary lessons are abundant in each chapter, with explanations that truly help students to understand how language works.

Finally, the last Tennessee standard (Goal 5) asks that students participate in multilingual communities at home and around the world. This is covered particularly well in each chapter through additional projects available to students which sometimes require interaction with others in the community.

MATTERS OF FACT: None

CONCERNS: None

EMC-2040-;A1-1363-YES-Basal-----8/17/2009 @ 3:08:07 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

II. National Standards or Industry Standards

Documentation

STRENGTHS: The National Standards are incorporated into the state standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2040-;A1-1364-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: There are ten chapters divided into two lessons each. Further, each lesson is divided into two sections. Each section begins with vocabulary introduced in a dialogue-type format. Listening activities follow the vocabulary to immediately reinforce the new vocabulary. A mini culture and connection with other disciplines follows. Grammar is presented next, in a straightforward and clear manner, with explanations in English. Several activities for grammar reinforcement in the textbook are available. The second section in each lesson follows the first and is identical. At the end of each lesson there is a review/self check including a vocabulary list in Spanish only. The second lesson of each chapter is identical to the first lesson. At the end of each chapter there are additional reading and culture activities and a full chapter vocabulary list in Spanish and English.

Each chapter is centered on a particular Hispanic country or countries. Each chapter follows a cohesive theme. Several helpful ancillaries are also available: an audio program to use with activities in the textbook and in a separate listening workbook, a grammar workbook, and a student workbook with grammar and vocabulary exercises. In level four, the DVD program consists of ten minute culture-rich video clips that enhance each chapter of the text.

Finally, a major asset of this program is the connections that have been made to learning styles. These are expressed by icons in front of each activity.

In level three students are exposed to a few AP Exam Format activities. (Informal Writing)

In level four, the grammar explanations in the text are excellent. They are very thorough and provide multiple examples and situations where there is an exception to the rule. There also seems to be an emphasis on auditory learning which will help students in using the language in real-life situations.

MATTERS OF FACT: There is a reading book about a Hispanic family and a DVD program using a teen-centered mystery as its subject for levels one and two. In level three, the DVD program is a documentary highlighting the lives of the main characters of the DVD program for the first two levels. These DVD's were not included on the bid list and were not sent for review. They were, however, mentioned in the teacher resources.

CONCERNS: Chapters are very long and are almost four chapters in one. This may make students feel like they are making very slow progress throughout the series.

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: There are a variety of assessments available with the Aventura program. The test booklet contains tests for each chapter of the textbook. It also contains listening comprehension tests. There is a comprehensive midyear and final exam. There is a CD-ROM based test generator that allows teachers to select or modify questions in a test bank. In addition, there is a portfolio-type assessment available online.

MATTERS OF FACT: None

CONCERNS: In the upper levels there are not any assessment activities provided that require students to use higher order thinking skills or to begin to prepare them to take the AP exam. The jump in difficulty from the 3rd level to the 4th seems very large.

EMC-2040-jA1-1366-YES-Basal-----8/17/2009 @ 3:07:34 PM

V. Other Comments**Documentation**

STRENGTHS: This is a very strong program which can carry students throughout their high school years. There is an online component to this program called i-culture that is really unique. It allows teachers and students instant access to real life culture information and resources.

MATTERS OF FACT: None

CONCERNS: None

EMC-2040-jA1-1367-YES-Basal-----8/17/2009 @ 3:07:34 PM

VI. List of Components Reviewed**Documentation**

All components on the bid sheet were received and reviewed.

EMC-2040-jA1-1368-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2040-¡A1-1369-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: EMC-2040-ES	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
EMC Publishing, LLC

Title:
Exploring Spanish

Author: Joan Sheeran

Edition: 3rd

Copyright: 2008

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: This program does reflect the Tennessee standards for foreign language. It addresses communication, cultures, connections, comparisons, and community. However, since the book and its components are designed to be an introduction and not a first-year textbook, its main goals are limited. Its primary goal is to foster topical and functional communication and the cultural awareness of classical traditions and the patterns of everyday life. Its secondary goal reflects and supports the remaining Tennessee standards. The goal of connections addresses the reinforcing of one's knowledge of other subjects through new knowledge gained from the study of the foreign language. In this program, reinforcement occurs mainly in arithmetic, geography, weather, music, art, and literature. The goal of comparisons is being aware of the nature of the student's primary language and culture and then being able to compare that to the new language and culture. This takes place in this introductory program in some grammar lessons. Finally, the goal of community is the sharing of the new language and culture with others. This is addressed through the encouragement of students to participate in language clubs, culture fairs, correspondence with Spanish speakers, etc.

MATTERS OF FACT: None

CONCERNS: None

EMC-2040-ES-1370-YES-Basal-----8/17/2009 @ 3:07:34 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The National Standards are incorporated into the state standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2040-ES-1371-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: This introductory Spanish course has a textbook containing twenty units. Sixteen units focus on practical and functional topics of everyday life, and the other four focus on geography, art, music, and literature. The vocabulary units include dialogues and information about grammatical structures and culture. Each unit contains a simple paired speaking activity, a hands-on set of activities, and realia-based activities.

There is also a workbook which contains a variety of activities for each unit. These activities may include writing activities or puzzles and complement the exercises in the textbook.

There are audio CD's which allow students to listen to native speakers while following the textbook. There are also checkup listening activities for each unit in the text which can be used as an activity or as a listening quiz.

MATTERS OF FACT: None

CONCERNS: The textbook has practice pages which look as if they are meant for the students to complete the activities in the textbook itself rather than in a separate workbook. This would not be cost effective for schools adopting this textbook.

EMC-2040-ES-1372-YES-Basal-----8/17/2009 @ 3:07:34 PM

IV. Assessment**Documentation**

STRENGTHS: The assessment portion of this program consists of checkup writing activities which are available for each unit and checkup listening activities which may be used as a listening quiz.

MATTERS OF FACT: None

CONCERNS: There do not seem to be enough resources for teachers to choose formal assessments for their students.

EMC-2040-ES-1373-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This program could be used effectively as an introduction to the Spanish language.

MATTERS OF FACT: This program does not fulfill the requirements for Spanish One.

CONCERNS: It would even be difficult to use this for an entire year as an exploratory course. There does not seem to be enough technological support for the textbook series.

EMC-2040-ES-1374-YES-Basal-----8/17/2009 @ 3:07:34 PM

VI. List of Components Reviewed**Documentation**

All components were received and reviewed.

EMC-2040-ES-1375-YES-Basal-----8/17/2009 @ 3:07:34 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2040-ES-1376-YES-Basal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: EMC-2046-APTPMAPSLE	Reviewer Level: CoBasal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
EMC Publishing, LLC

Title:
AP Test Prep: Mastering the Advanced Placement Spanish Language Exam

Author: Jay Duhl

Edition: 1st

Copyright: 2008

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: The advanced placement course description for Spanish has twelve specific goals. These invite the students to express themselves in various manners. Students are expected to be able to identify and summarize the main points in readings, write cohesive and coherent essays, express an opinion after synthesizing information, recognize cultural elements in oral and written texts, infer social relationships, communicate via writing, and initiate and maintain a conversation while using language that is semantically and grammatically accurate.

MATTERS OF FACT: None

CONCERNS: None

EMC-2046-APTPMAPSLE-1377-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The National Standards are incorporated in the state standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2046-APTPMAPSLE-1378-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: This program helps to prepare students for the AP Spanish Language Exam. It contains a workbook and a program of audio CD's. The workbook is divided into two sections. The first section discusses the Multiple Choice section of the AP Exam. It is divided into four units that cover various strategies for taking the multiple choice section of the exam. This section is further divided into listening and reading activities. The second section discusses the Free Response portion of the AP Exam. It is divided into six units, covering both writing and speaking activities.

This program also includes two complete practice exams for the AP Exam. In addition, there are seven appendices with useful information for students.

The audio CD program correlates to the workbook. There are activities corresponding to each unit of the workbook and the two practice exams. It provides listening and speaking opportunities for students.

MATTERS OF FACT: Program is well suited for students in grades 11-12 or in the fourth or fifth year of study.

CONCERNS: Although there are Appendices with verb and vocabulary review in an "at a glance" format, there are no practice exercises for outside individual student review.

EMC-2046-APTPMAPSLE-1379-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

IV. Assessment**Documentation**

STRENGTHS: The assessments of this program are the two practice AP Exams that are included in the workbook.

MATTERS OF FACT: None

CONCERNS: None

EMC-2046-APTPMAPSLE-1380-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: The format of the book will help students become acquainted with the AP test format.

MATTERS OF FACT: None

CONCERNS: This book could not stand alone in an AP class.

EMC-2046-APTPMAPSLE-1381-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

VI. List of Components Reviewed**Documentation**

All components bid were received and reviewed.

EMC-2046-APTPMAPSLE-1382-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2046-APTPMAPSLE-1383-YES-CoBasal-----8/17/2009 @ 3:07:34 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: GLEN-2040-AsdL1	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Glencoe/McGraw-Hill

Title:
Asi se dice! L1 National SE

Author: Schmitt

Edition: 1

Copyright: 2009

Recommended:
☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: All Tennessee standards are comprehensively covered in Asi se dice Level one. Each chapter emphasizes the first goal of communicating in a language other than English. Throughout every aspect of every chapter, students are encouraged and expected to use learned communication skills in order to meet this goal.

Goal two addresses gaining knowledge and understanding of other cultures. The Asi se dice program also thoroughly addresses this goal. Throughout each chapter there are various ways that the students learn to demonstrate their understanding of the Hispanic culture. They are also asked to identify, compare, and develop methods of interaction, and to develop familiarity with basic geographical features of the region being studied. In addition, historical moments and historical figures are routinely introduced and discussed in the chapter. Finally, students are given introductions to songs, stories and games in the target culture. This cultural study can be found throughout each chapter, but particularly students are introduced to culture in the cultural readings at the end of each chapter and the various games and projects within each chapter.

In goal three, students are required to connect with other disciplines and acquire information. In the Asi se dice program this is done throughout each chapter in a series of “Conexiones” mini-lessons and the various reading activities provided.

Goal four states that students should demonstrate understanding of the nature the of language. Asi se dice instills in students the understanding not only of how Spanish works but also helps them to compare Spanish to English as well. All of the grammar lessons in Asi se dice are well prepared and well presented. Students are encouraged not only to “learn” the grammar being presented, but also to use it in a variety of ways in order to promote real communicability.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1-1384-YES-Basal-----9/14/2009 @ 10:09:18 AM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

II. National Standards or Industry Standards

Documentation

STRENGTHS: The national standards are incorporated into the state standards.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1-1385-YES-Basal-----9/14/2009 @ 10:09:02 AM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: The Asi se dice program contains eleven chapters in the student text for levels one and two. Level three contains ten chapters, and level four contains eight chapters. Levels 1a and 1b are the first and last half of the level one text respectively. The first two chapters of levels two and three are a repeat of the last two chapters of the previous level.

Each chapter in levels one through three has a theme. These themes should have high student interest. In addition to introducing the theme and target vocabulary, each chapter begins with brief descriptions of how various Hispanic countries relate to the particular theme being addressed in that chapter. Following the chapter introduction, there are two vocabulary lessons. These are followed by grammar lessons, usually three per chapter. Following the vocabulary and grammar presentations, there is a pronunciation lesson followed by a dialogue. At the end of each chapter there are cultural readings relating to the main theme of the chapter. There is also a self-check review to aid students in preparing for the chapter test. Each chapter contains a brief practice for both the oral and written proficiency test that is an option for the teacher. The very end of the chapter contains a review of the grammatical structures introduced in that chapter, a vocabulary list in Spanish only, and a cumulative review of every chapter up to that point. In the level three program, there is also a literary reading activity for each chapter. These consist of short stories written by well-known Hispanic authors. The Student Works Plus CD-ROM gives students access to an electronic copy of the book with Audio and Workbook pages.

As early as chapter four in the level one book, students are asked to read a selection in Spanish and answer multiple choice questions about it. This also indicates an importance of Pre-AP.

In level four each chapter has a different Hispanic country as its theme. These themes should have high student interest. Each chapter is then divided into four lessons. Lesson one is a series of geographical and historical information, in Spanish, about the target country or countries of that chapter. The second lesson contains grammar lessons for the chapter. The third lesson introduces the student to various newspaper and magazine articles covering a variety of topics. The fourth lesson contains literary passages including poetry and short stories by well known Hispanic authors. After each lesson there is a review to prepare students for testing.

In addition to the text, there is a workbook, a Pre-AP workbook at each level except level four, and audio activities to be used with each chapter.

Technologically, there is a wealth of material available. There are transparencies covering vocabulary and fine art, an audio program, and teacher materials, including an exam view test maker, power point lessons, and a vocabulary puzzle maker.

MATTERS OF FACT: There is a video program that corresponds to the text referred to throughout

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review**

the program.

CONCERNS: There did not appear to be any individual student workbooks. No DVDs were bid or reviewed, however they were mentioned in the teacher resource book. The committee has, however, been assured that individual student workbooks will be included with textbook purchase. In addition, we have also been assured that the DVD program will be included as well. There is no pre-AP workbook for level four.

The book teaches how to conjugate irregular verbs (ser and tener) before teaching regular verbs.

If Level four is considered AP in the school system, then additional Exam Format Practice is needed.

GLEN-2040-AsdL1-1386-YES-Basal-----9/14/2009 @ 10:09:02 AM

IV. Assessment**Documentation**

STRENGTHS: The assessment program for Asi se dice is twofold. There is an exam view test CD which can be used to generate teacher made tests. Teachers have the ability to use a provided bank of questions, edit questions from the provided bank, or add their own.

In addition, there are quiz and test black line masters for each chapter. These black line masters include short quizzes for each section of the chapter (each of the vocabulary lessons and each grammar lesson), and chapter tests covering reading and writing over the vocabulary, grammar, and culture of each chapter. Furthermore, there is a listening and speaking proficiency and reading and writing proficiency test for each chapter.

The tests provided in the Teacher Tools books for each chapter are very thorough. They include reading and writing selections with rubrics for teachers to use while grading them. There is also an exam prep section at the end of each chapter that is very thorough. It helps students to practice the exact types of activities that they will be asked to complete on the test.

MATTERS OF FACT: None

CONCERNS: In the level three program, some of the quizzes seem too easy for this level. It is stated in Teacher Works that they are editable, but the committee was unable to pull them up in anything other than uneditable pdf files.

Level four does not contain enough AP type assessments.

GLEN-2040-AsdL1-1387-YES-Basal-----9/14/2009 @ 10:09:02 AM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This program is very strong in all aspects. It correlates well to the standards and provides ample opportunity for student growth in a variety of ways.

The teacher resources are divided into booklets per chapter and Glencoe calls them Easy File. These Teacher Tools booklets have workbook answers, audio scripts, tests, quizzes and answer keys. Separating them by chapter makes them easy to find when needed.

MATTERS OF FACT: None

CONCERNS: Most of the material in this program is designed for use by high school students. If levels 1a and 1b are used for younger students, some of the material may be a little beyond their level of comprehension.

GLEN-2040-AsdL1-1388-YES-Basal-----9/14/2009 @ 10:09:02 AM

VI. List of Components Reviewed**Documentation**

All items bid were received and reviewed.

GLEN-2040-AsdL1-1389-YES-Basal-----9/14/2009 @ 10:09:02 AM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

GLEN-2040-AsdL1-1390-YES-Basal-----9/14/2009 @ 10:09:02 AM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code:	Reviewer Level: Basal
Category:	
Publisher’s Bid Level:	Reviewer Delivery Method: Traditional

Publisher:

Title:

Author:

Edition:

Copyright:

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

I. Tennessee Framework

Documentation

STRENGTHS: The Tennessee standards are identical to the national standards for foreign language.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1A-1391-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

II. National Standards or Industry Standards**Documentation**

STRENGTHS: 11 national standards are comprehensively covered in Asi se dice Level 1a. Each chapter emphasizes the first goal of communicating in a language other than English. Throughout every aspect of every chapter, students are encouraged and expected to use learned communication skills in order to meet this goal.

Goal two addresses gaining knowledge and understanding of other cultures. The Asi se dice program also thoroughly addresses this goal. Throughout each chapter there are various ways that the students learn to demonstrate their understanding of the Hispanic culture. They are also asked to identify, compare, and develop methods of interaction, and to develop familiarity with basic geographical features of the region being studied. In addition, historical moments and historical figures are routinely introduced and discussed in the chapter. Finally, students are given introductions to songs, stories and games in the target culture. This cultural study can be found throughout each chapter, but particularly students are introduced to culture in the cultural readings at the end of each chapter and the various games and projects within each chapter.

In goal three, students are required to connect with other disciplines and acquire information. In the Asi se dice program this is done throughout each chapter in a series of “Conexiones” mini-lessons and the various reading activities provided.

Goal four states that students should demonstrate understanding of the nature of language. Asi se dice instills in students the understanding not only of how Spanish works but also helps them to compare Spanish to English as well. All of the grammar lessons in Asi se dice are well prepared and well presented. Students are encouraged not only to “learn” the grammar being presented, but also to use it in a variety of ways in order to promote real communicability.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1A-1392-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: Level 1a of the Asi se dice program contains six chapters in the student text. This program corresponds identically to the first half of the level one program. Each chapter has a theme. These themes should have high student interest. In addition to introducing the theme and target vocabulary, each chapter begins with brief descriptions of how various Hispanic countries relate to the particular theme being addressed in that chapter. Following the chapter introduction, there are two vocabulary lessons. These are followed by grammar lessons, usually three per chapter. Following the vocabulary and grammar presentations, there is a pronunciation lesson followed by a dialogue. At the end of each chapter there are cultural readings relating back to the main theme of the chapter. There is also a self-check review to aid students in preparing for the chapter test. Each chapter also contains a brief practice for both the oral and written proficiency test that is an option for the teacher. The very end of the chapter contains a review of the grammatical structures introduced in that chapter, a vocabulary list in Spanish only, and a cumulative review of every chapter up to that point.

In addition to the text, there is a workbook, a Pre-AP workbook, and audio activities to be used with each chapter.

Technologically, there is a wealth of material available. There are transparencies covering vocabulary and fine art, an audio program, and teacher materials, including an exam view test maker, power point lessons, and a vocabulary puzzle maker. There is also a video program that corresponds to the text.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1A-1393-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The assessment program for Asi se dice is twofold. There is an exam view test CD which can be used to generate teacher made tests. Teachers have the ability to use a provided bank of questions, edit questions from the provided bank, or add their own.

In addition, there are quiz and test black line masters for each chapter. These black line masters include short quizzes for each section of the chapter (each of the vocabulary lessons and each grammar lesson), and chapter tests covering reading and writing over the vocabulary, grammar, and culture of each chapter. Furthermore, there is a listening and speaking proficiency and reading and writing proficiency test for each chapter as well.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1A-1394-YES-Basal-----8/17/2009 @ 3:07:35 PM

V. Other Comments**Documentation**

STRENGTHS: This program is very strong in all aspects. It correlates well to the standards and provides ample opportunity for student growth in a variety of ways.

MATTERS OF FACT: None

CONCERNS: Most of the material in this program is designed for use by high school students. If level 1a is used for younger middle school students, some of the material may be a little beyond their level of comprehension.

GLEN-2040-AsdL1A-1395-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VI. List of Components Reviewed

Documentation

All received components were reviewed.

GLEN-2040-AsdL1A-1396-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

GLEN-2040-AsdL1A-1397-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code:	Reviewer Level: Basal
Category:	
Publisher's Bid Level:	Reviewer Delivery Method: Traditional

Publisher:

Title:

Author:

Edition:

Copyright:

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

I. Tennessee Framework

Documentation

STRENGTHS: The Tennessee standards are identical to the national standards for foreign language.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1B-1398-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****II. National Standards or Industry Standards****Documentation**

STRENGTHS: All national standards are comprehensively covered in Asi se dice Level 1b. Each chapter emphasizes the first goal of communicating in a language other than English. Throughout every aspect of every chapter, students are encouraged and expected to use learned communication skills in order to meet this goal.

Goal two addresses gaining knowledge and understanding of other cultures. The Asi se dice program also thoroughly addresses this goal. Throughout each chapter there are various ways that the students learn to demonstrate their understanding of the Hispanic culture. They are also asked to identify, compare, and develop methods of interaction, and to develop familiarity with basic geographical features of the region being studied. In addition, historical moments and historical figures are routinely introduced and discussed in the chapter. Finally, students are given introductions to songs, stories and games in the target culture. This cultural study can be found throughout each chapter, but particularly students are introduced to culture in the cultural readings at the end of each chapter and the various games and projects within each chapter.

In goal three, students are required to connect with other disciplines and acquire information. In the Asi se dice program this is done throughout each chapter in a series of “Conexiones” mini-lessons and the various reading activities provided.

Goal four states that students should demonstrate understanding of the nature of language. Asi se dice instills in students the understanding not only of how Spanish works but also helps them to compare Spanish to English as well. All of the grammar lessons in Asi se dice are well prepared and well presented. Students are encouraged not only to “learn” the grammar being presented, but also to use it in a variety of ways in order to promote real communicability.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1B-1399-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: Level 1b of the Asi se dice program contains six chapters in the student text. The level 1b program is identical to the second half of the level one Asi se dice program. Chapter six from the level one program is the last chapter in the level 1a program and is repeated as the first chapter in the level 1b program. Each chapter has a theme. These themes should have high student interest. In addition to introducing the theme and target vocabulary, each chapter begins with brief descriptions of how various Hispanic countries relate to the particular theme being addressed in that chapter. Following the chapter introduction, there are two vocabulary lessons. These are followed by grammar lessons, usually three per chapter. Following the vocabulary and grammar presentations, there is a pronunciation lesson followed by a dialogue. At the end of each chapter there are cultural readings relating back to the main theme of the chapter. There is also a self-check review to aid students in preparing for the chapter test. Each chapter also contains a brief practice for both the oral and written proficiency test that is an option for the teacher. The very end of the chapter contains a review of the grammatical structures introduced in that chapter, a vocabulary list in Spanish only, and a cumulative review of every chapter up to that point.

In addition to the text, there is a workbook, a Pre-AP workbook, and audio activities to be used with each chapter.

Technologically, there is a wealth of material available. There are transparencies covering vocabulary and fine art, an audio program, and teacher materials, including an exam view test maker, power point lessons, and a vocabulary puzzle maker. There is also a video program that corresponds to the text.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1B-1400-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The assessment program for Asi se dice is two-fold. There is an exam view test CD which can be used to generate teacher made tests. Teachers have the ability to use a provided bank of questions, edit questions from the provided bank, or add their own.

In addition, there are quiz and test blackline masters for each chapter. These blackline masters include short quizzes for each section of the chapter (each of the vocabulary lessons and each grammar lesson), and chapter tests covering reading and writing over the vocabulary, grammar, and culture of each chapter. Furthermore, there is a listening and speaking proficiency and reading and writing proficiency test for each chapter as well.

MATTERS OF FACT: None

CONCERNS: None

GLEN-2040-AsdL1B-1401-YES-Basal-----8/17/2009 @ 3:07:35 PM

V. Other Comments**Documentation**

STRENGTHS: This program is very strong in all aspects. It correlates well to the standards and provides ample opportunity for student growth in a variety of ways.

MATTERS OF FACT: None

CONCERNS: Most of the material in this program is designed for use by high school students. If level 1b is used for younger middle school students, some of the material may be a little beyond their level of comprehension.

GLEN-2040-AsdL1B-1402-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VI. List of Components Reviewed

Documentation

All received components were reviewed.

GLEN-2040-AsdL1B-1403-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

GLEN-2040-AsdL1B-1404-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code:	Reviewer Level: Basal
Category:	
Publisher’s Bid Level:	Reviewer Delivery Method: Traditional

Publisher:

Title:

Author:

Edition:

Copyright:

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: The Tennessee standards are identical to the national standards for foreign languages.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1A-1405-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

II. National Standards or Industry Standards

Documentation

STRENGTHS: The national standards are very clearly followed with the Avancemos Spanish program. Goal number one addresses communication in a language other than English. This program meets this goal on a beginning level in every unit. This goal requires that students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. Furthermore, students are expected to be able to give and follow instructions and to describe various people, things, and ideas. Every unit of Avancemos is centered around a particular theme; food, family, school, etc. Within this theme, students are required to converse, ask and answer questions, and provide information regarding this theme. In addition, there are various methods used to require students to describe people and things central to these themes and to provide information associated with the chosen theme.

Goal number two states that students will gain knowledge of other cultures. Again, the Avancemos program clearly and thoroughly addresses this goal. In fact, each lesson of Avancemos is dedicated to a particular Hispanic country. Within that lesson, students are introduced to the country through up to date photographs, videos, and cultural readings. Students are asked to make a comparison between the United States and the Hispanic country as regards various cultural subjects (e.g. uniforms in schools, traditional holidays). At the end of each lesson, there are both cultural readings and projects in Spanish which are also centered around the Hispanic country of that lesson.

In addition, there is a telehistoria video program which also centers around various Hispanic countries. Fine art transparencies from various Hispanic artists are included for each lesson.

Goal number three requires connections with other disciplines through the study of foreign language. This program addresses this goal as well. At the end of the first lesson of each unit, there is a particular activity centered around connecting with other disciplines. In addition, throughout each lesson, grammar is presented in such a way as to reinforce the root words and any applicable idiomatic expressions involved.

Goal number four requires students to develop insight into the nature of language and culture. Students are expected to recognize and identify the awareness of the intricacies of the Spanish language. This program encourages students to accomplish this goal. Throughout each lesson, students are shown the difference between formal and informal speech, the difference in time and person as regards verb tenses, and to identify basic grammatical differences.

Goal number five requires that students are able to use the Spanish language within and beyond the school setting. Within the Avancemos program, students are shown realia from Hispanic countries and also Spanish realia from within the United States. The text uses street signs, maps, and posters in Spanish. Geography is also used to give students awareness of the location of Hispanic countries in regard to the world as a whole.

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1A-1406-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: The Level 1a portion of the Avancemos program is identical to the Level 1 program with a few exceptions. The Level 1a program uses visuals and activities better suited for younger students. Goals and objectives covered, however, are the same as Level 1.

The Avancemos program is a well-designed program. Each unit contains two lessons. Within each lesson, there is vocabulary which centers around a particular theme and a particular Hispanic country. Presentation of the vocabulary is followed by activities within the text that reinforces the new vocabulary. Each lesson contains two grammar lessons, each with ample opportunity within the text for students to practice the grammatical concept covered. After completion of the grammar presentations, students are given a dialogue from the Telehistoria video program within the text. This is followed by cultural readings, and either connections with other disciplines or culture projects. At the very end of each lesson there is a lesson review.

This program uses a series of overhead transparencies for almost everything. There are fine arts transparencies for each lesson. In addition, transparencies are provided for vocabulary presentations and grammar presentations. Warm-ups, or bell-ringers, are also provided on transparencies. The answers to textbook and workbook activities are also provided via transparency.

There is a leveled workbook for students. This workbook provides three levels of practice covering each vocabulary, grammar, and culture lesson. This leveled practice is designed to reach students of all learning levels.

Each unit also comes with a unit resource book. This book contains reteaching and practice pages, games, and activities to go with the audio and video program.

MATTERS OF FACT: This program contains four units with two lessons in each unit. With each unit, there is a wealth of information in print. Each unit has its own individual book of transparencies and its own book of resources. In addition there is a leveled student workbook, and a video program.

CONCERNS: None

HMD-2040-;AL1A-1407-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The assessment program has four testing components. The on-level assessment tests students with regard to vocabulary, grammar, culture, reading, writing, listening, and speaking. The modified assessment is similar to the on-level assessment, however, more explanation and support is given. There is also a Pre-AP and Heritage Learner assessment for more advanced students or native speakers. Within the assessment manual, there is an individual quiz for vocabulary and grammar lessons. In addition, there is a test for everything in each lesson. This test includes listening, vocabulary and grammar exercises, reading, culture, speaking, and writing. Furthermore, there is a comprehensive exam over each unit.

MATTERS OF FACT: The Level 1a assessment program is identical to the Level 1 assessment program.

CONCERNS: While material presented in the Level 1a text is somewhat geared toward younger students, the assessment program has not been changed from the Level 1 assessment program. Therefore, some of the assessment materials may be better suited for an older student.

HMD-2040-;AL1A-1408-YES-Basal-----8/17/2009 @ 3:07:35 PM

V. Other Comments**Documentation**

STRENGTHS: This is a comprehensive program designed to cover all the state and national standards for foreign languages. It is well thought out and very thorough.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1A-1409-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VI. List of Components Reviewed

Documentation

All components were reviewed.

HMD-2040-;AL1A-1410-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2040-;AL1A-1411-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code:	Reviewer Level: Basal
Category:	
Publisher’s Bid Level:	Reviewer Delivery Method: Traditional

Publisher:

Title:

Author:

Edition:

Copyright:

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

I. Tennessee Framework

Documentation

STRENGTHS: The Tennessee standards are identical to the national standards for foreign languages.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1B-1412-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****II. National Standards or Industry Standards****Documentation**

STRENGTHS: The level 1b Avancemos program is identical in objectives to the second half of the Level 1 program. Visual media and some activities have been changed to be better suited to a younger student.

The national standards are very clearly followed with the Avancemos Spanish program. Goal number one addresses communication in a language other than English. This program meets this goal on a beginning level in every unit. This goal requires that students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. Furthermore, students are expected to be able to give and follow instructions and to describe various people, things, and ideas. Every unit of Avancemos is centered around a particular theme; food, family, school, etc. Within this theme, students are required to converse, ask and answer questions, and provide information regarding this theme. In addition, there are various methods used to require students to describe people and things central to these themes and to provide information associated with the chosen theme.

Goal number two states that students will gain knowledge of other cultures. Again, the Avancemos program clearly and thoroughly addresses this goal. In fact, each lesson of Avancemos is dedicated to a particular Hispanic country. Within that lesson, students are introduced to the country through up to date photographs, videos, and cultural readings. Students are asked to make a comparison between the United States and the Hispanic country as regards various cultural subjects (e.g. uniforms in schools, traditional holidays). At the end of each lesson, there are both cultural readings and projects in Spanish which are also centered around the Hispanic country of that lesson.

In addition, there is a telehistoria video program which also centers around various Hispanic countries. Fine art transparencies from various Hispanic artists are included for each lesson.

Goal number three requires connections with other disciplines through the study of foreign language. This program addresses this goal as well. At the end of the first lesson of each unit, there is a particular activity centered around connecting with other disciplines. In addition, throughout each lesson, grammar is presented in such a way as to reinforce the root words and any applicable idiomatic expressions involved.

Goal number four requires students to develop insight into the nature of language and culture. Students are expected to recognize and identify the awareness of the intricacies of the Spanish language. This program encourages students to accomplish this goal. Throughout each lesson, students are shown the difference between formal and informal speech, the difference in time and person as regards verb tenses, and to identify basic grammatical differences.

Goal number five requires that students are able to use the Spanish language within and beyond the

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review**

school setting. Within the Avancemos program, students are shown realia from Hispanic countries and also Spanish realia from within the United States. The text uses street signs, maps, and posters in Spanish. Geography is also used to give students awareness of the location of Hispanic countries in regard to the world as a whole.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-¿AL1B-1413-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: The Level 1b portion of the Avancemos program is identical to the Level 1 program with a few exceptions. The Level 1b program uses visuals and activities better suited for younger students. Goals and objectives covered, however, are the same as Level 1.

The Avancemos program is a well-designed program. Each unit contains two lessons. Within each lesson, there is vocabulary which centers around a particular theme and a particular Hispanic country. Presentation of the vocabulary is followed by activities within the text that reinforces the new vocabulary. Each lesson contains two grammar lessons, each with ample opportunity within the text for students to practice the grammatical concept covered. After completion of the grammar presentations, students are given a dialogue from the Telehistoria video program within the text. This is followed by cultural readings, and either connections with other disciplines or culture projects. At the very end of each lesson there is a lesson review.

This program uses a series of overhead transparencies for almost everything. There are fine arts transparencies for each lesson. In addition, transparencies are provided for vocabulary presentations and grammar presentations. Warm-ups, or bell-ringers, are also provided on transparencies. The answers to textbook and workbook activities are also provided via transparency.

There is a leveled workbook for students. This workbook provides three levels of practice covering each vocabulary, grammar, and culture lesson. This leveled practice is designed to reach students of all learning levels.

Each unit also comes with a unit resource book. This book contains reteaching and practice pages, games, and activities to go with the audio and video program.

MATTERS OF FACT: This program contains four units with two lessons in each unit. With each unit, there is a wealth of information in print. Each unit has its own individual book of transparencies and its own book of resources. In addition there is a leveled student workbook, and a video program.

CONCERNS:

HMD-2040-;AL1B-1414-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The assessment program has four testing components. The on-level assessment tests students with regard to vocabulary, grammar, culture, reading, writing, listening, and speaking. The modified assessment is similar to the on-level assessment, however, more explanation and support is given. There is also a Pre-AP and Heritage Learner assessment for more advanced students or native speakers. Within the assessment manual, there is an individual quiz for vocabulary and grammar lessons. In addition, there is a test for everything in each lesson. This test includes listening, vocabulary and grammar exercises, reading, culture, speaking, and writing. Furthermore, there is a comprehensive exam over each unit.

MATTERS OF FACT: The Level 1b assessment program is identical to the Level 1 assessment program.

CONCERNS: While material presented in the Level 1b text is somewhat geared toward younger students, the assessment program has not been changed from the Level 1 assessment program. Therefore, some of the assessment materials may be better suited for an older student.

HMD-2040-;AL1B-1415-YES-Basal-----8/17/2009 @ 3:07:35 PM

V. Other Comments**Documentation**

STRENGTHS: This is a comprehensive program designed to cover all the state and national standards for foreign languages. It is well thought out and very thorough.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1B-1416-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VI. List of Components Reviewed

Documentation

All components were reviewed.

HMD-2040-;AL1B-1417-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2040-;AL1B-1418-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: HMD-2040-¡AL1SE	Reviewer Level: Basal
Category: Foreign Language	
Publisher’s Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Holt McDougal

Title:
¡Avancemos! Level 1, Student Edition

Author: Gahala, et. al.

Edition: 1st

Copyright: 2010

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****Documentation**

STRENGTHS: The Tennessee standards are very clearly followed with the Avancemos Spanish program. Goal number one addresses communication in a language other than English. This program meets this goal on a beginning level in every unit. It requires that students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. Furthermore, students are expected to be able to give and follow instructions and to describe various people, things, and ideas. Every unit of Avancemos is centered around a particular theme; food, family, school, etc. Within this theme, students are required to converse, ask and answer questions, and provide information regarding this theme. In addition, there are various methods used to enable students to describe people and things central to these themes and to provide information associated with the chosen theme.

Goal number two states that students will gain knowledge of other cultures. Again, the Avancemos program clearly and thoroughly addresses this goal. In fact, each lesson of Avancemos is dedicated to a particular Hispanic country. Within that lesson, students are introduced to the country through up to date photographs, videos, and cultural readings. Students are asked to make a comparison between the United States and the Hispanic country as regards various cultural subjects (e.g. uniforms in schools, traditional holidays). At the end of each lesson, there are both cultural readings and projects in Spanish which are also centered around the Hispanic country of that lesson.

In addition, there is a telehistoria video program which also centers around various Hispanic countries. Fine art transparencies from various Hispanic artists are included for each lesson.

Goal number three requires connections with other disciplines through the study of foreign language. This program addresses this goal as well. At the end of the first lesson of each unit, there is a particular activity centered around connecting with other disciplines. In addition, throughout each lesson, grammar is presented in such a way as to reinforce the root words and any applicable idiomatic expressions involved.

Goal number four requires students to develop insight into the nature of language and culture. Students are expected to recognize and identify the awareness of the intricacies of the Spanish language. This program encourages students to accomplish this goal. Throughout each lesson, students are shown the difference between formal and informal speech, the difference in time and person as regards verb tenses, and to identify basic grammatical differences.

Goal number five requires that students are able to use the Spanish language within and beyond the school setting. Within the Avancemos program, students are shown realia from Hispanic countries and also Spanish realia from within the United States. The text uses street signs, maps, and posters in Spanish. Geography is also used to give students awareness of the location of Hispanic countries in regard to the world as a whole.

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1SE-1419-YES-Basal-----8/17/2009 @ 3:07:35 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated into State Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-;AL1SE-1420-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: The Avancemos program is a well-designed program. The book at each level begins with a culture section with important information and pictures. Each unit contains two lessons. Within each lesson, there is vocabulary which centers around a particular theme and a particular Hispanic country. Presentation of the vocabulary is followed by activities within the text that reinforces the new vocabulary. Each lesson contains two grammar sections, each with ample opportunity within the text for students to practice the grammatical concept covered. After completion of the grammar presentations, students are given a dialogue from the Telehistoria video program within the text. This is followed by cultural readings, and either connections with other disciplines or culture projects. At the very end of each lesson there is a lesson review. There are also “Recuerdas” sections in the books that continually recycle previous material while working on the current Unit’s topics.

This program uses a series of overhead transparencies for almost everything. There are fine arts transparencies for each lesson. In addition, transparencies are provided for vocabulary presentations and grammar presentations. Warm-ups, or bell-ringers, are also provided on transparencies. The answers to textbook and workbook activities are also provided via transparency.

There is a leveled workbook for students. This workbook provides three levels of practice covering each vocabulary, grammar, and culture lesson. This leveled practice is designed to reach students of all learning levels. There is also a workbook that connects the Spanish language reading selections in the textbook to the Tennessee Language Arts standards in order to help students improve reading skills.

Each unit also comes with a unit resource book. This book contains reteaching and practice pages, games, and activities to go with the audio and video program.

In level 4, each lesson has vocabulary which centers around a theme. The presentation of the vocabulary is followed by activities within the text that reinforces the new vocabulary. Each lesson contains two grammar sections, each with ample opportunity within the text for students to practice the grammatical concept covered. This is followed by cultural readings, and either connections with other disciplines or culture projects. At the very end of each lesson there is a lesson review. There is also a video program set in Costa Rica with video excerpts centered around the theme of each unit.

MATTERS OF FACT: This program (in levels 1-3) contains eight units with two lessons in each unit. With each unit, there is a wealth of information in print. Each unit has its own individual book of transparencies and its own book of resources. In addition there is a leveled student workbook, and a video program.

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review**

The level 4 program contains six units with two lessons in each unit.

CONCERNS: There is a “drop-off” in the amount of materials provided for level 4 of this program. There are no overhead transparencies and the workbook is no longer leveled.

HMD-2040-;AL1SE-1421-YES-Basal-----8/17/2009 @ 3:07:35 PM

IV. Assessment**Documentation**

STRENGTHS: The assessment program has four testing components. The on-level assessment tests students with regard to vocabulary, grammar, culture, reading, writing, listening, and speaking. The modified assessment is similar to the on-level assessment, however, more explanation and support is given. There is also a Pre-AP and Heritage Learner assessment for more advanced students or native speakers. The Pre-AP book includes rubrics which have been modified from the AP testing rubrics. Within the assessment manual, there is an individual quiz for vocabulary and grammar lessons. In addition, there is a test for everything in each lesson. This test includes listening, vocabulary and grammar exercises, reading, culture, speaking, and writing. Furthermore, there is a comprehensive exam over each unit.

MATTERS OF FACT: The quizzes are ten questions each. The lesson tests are one hundred points total. The unit exams are also one hundred points.

CONCERNS: The 4 differentiated assessment books only include unit tests. The only one that has quizzes is the On Level book.

HMD-2040-;AL1SE-1422-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This program includes two additional resources to help students and teachers. The first is a One-Stop Planner which includes all of the tests and quizzes in editable Word documents. The second is a web site, www.classzone.com, where students can take self-check quizzes, use flash cards (that can be reshuffled and have audio), and download audio activities.

This is a comprehensive program designed to cover all the state and national standards for foreign languages. It is well thought out and very thorough.

MATTERS OF FACT: The level 1 book through half of the level 2 book provides instructions for all of the activities in English.

CONCERNS: If level 4 is AP then additional materials will be needed.

HMD-2040-;AL1SE-1423-YES-Basal-----8/17/2009 @ 3:07:35 PM

VI. List of Components Reviewed**Documentation**

All items bid were received and reviewed.

HMD-2040-;AL1SE-1424-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2040-;AL1SE-1425-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: HMD-2040-HASNv1	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Holt McDougal

Title:
Holt Advanced Spanish, Nuevas vistas, Curso uno, Student Edition

Author: Holt McDougal

Edition: 1st **Copyright:** 2006

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: In the Nuevas vistas series, interpersonal communication is stressed. This correlates to Goal one of the Tennessee standards. Students are expected to discuss events in their lives, talk about past experiences, and discuss their likes, dislikes, and needs. In addition, they are asked to use appropriate vocabulary to acquire goods and services like shopping in a supermarket. Students are expected to give and follow directions in Spanish as well.

Goal two of the Tennessee standards addresses the understanding of different cultures. This is also appropriately addressed in Nuevas vistas. In the cultura y comparaciones section of the student text, students study various cultures in depth. They are expected to read, discuss, and actually experience as available the culture of the Hispanic world.

Goal three relates to the connection with other disciplines. These are expected to occur both formally and informally. Nuevas vistas addresses this goal through its review of grammatical structures, including idioms. In addition, the a investigar and the asi se dice sections of each collection also reinforce the connection with other disciplines.

The expectations of goal four are that students will compare the nature of their language with that of the target language. Nuevas vistas addresses this goal using grammar review and practice. In addition, in the mejora tu vocabulario section, vocabulary is compared between the two languages. Also, there are language notes available to teachers to enhance this goal.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-HASNv1-1426-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****II. National Standards or Industry Standards****Documentation**

STRENGTHS: National Standards are incorporated into State Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-HASNV1-1427-YES-Basal-----8/17/2009 @ 3:07:35 PM

III. Program Design**Documentation**

STRENGTHS: This program is designed for either native Spanish speakers or those highly advanced Spanish learners whose native language may be English. The series is a literature based program that focuses on reading, writing, spelling, and vocabulary development. Each “coleccion” is centered around a theme...free time, science and inventions, protection of the earth, etc. Within that “coleccion” students review thematic vocabulary, grammatical structures, cultural lectures, and other reading and writing activities. Students have several readings centered around the theme of the “coleccion.” They have pre- and post- reading activities. Vocabulary is also included which helps students increase their basic vocabulary and understand the text as they read. Following is grammar, which targets areas specifically designed for advanced students. Each “coleccion” also contains short essays about the Spanish-speaking world.

Included with the program is a textbook, a puzzle maker CD, a teacher’s planning CD, audio CDs, and a dvd video program which includes interviews, cultural documentaries, and video clips of commercials and videos. In addition, there is a student practice workbook, an AP exam prep book, and a teacher resource binder. This binder includes a diagnostic placement exam, an extensive grammar review, and a guide for each of the 6 “colecciones.”

MATTERS OF FACT: None

CONCERNS: It would be difficult to use this series within a class of mixed students (i.e. some heritage speakers and some “regular” Spanish language learners). The series would be much better suited to a class made up entirely of either heritage speakers or extremely advanced speakers.

HMD-2040-HASNV1-1428-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The assessment program includes quizzes to be used throughout the collection relating to reading, culture, vocabulary, grammar, and spelling. There are also quizzes for the end of each collection, for the halfway point in the book, and at the end of the book. There are alternative assessments including portfolio and rubric suggestions. This is provided on an ExamView testmaker CD.

MATTERS OF FACT: None

CONCERNS: None

HMD-2040-HASNv1-1429-YES-Basal-----8/17/2009 @ 3:07:35 PM

V. Other Comments**Documentation**

STRENGTHS: This program is very well suited to those heritage learners or those very advanced Spanish learners. It moves at a much faster pace and gives these highly motivated students the responsibility for much of their learning. The material used within the text is current and up to date.

MATTERS OF FACT: There is a One Stop Planner CD with multiple exam suggestions and lesson planning capabilities.

CONCERNS: As previously stated, it would be very difficult to use this program unless you had an entire class of students capable of following the series.

HMD-2040-HASNv1-1430-YES-Basal-----8/17/2009 @ 3:07:35 PM

VI. List of Components Reviewed**Documentation**

All components bid were received and reviewed.

HMD-2040-HASNv1-1431-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2040-HASNv1-1432-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: HMD-2048-ApLSE	Reviewer Level: Basal
Category: Foreign Language	
Publisher’s Bid Level: Alt-High	Reviewer Delivery Method: Traditional

Publisher:
Holt McDougal

Title:
Abriendo puertas: Lenguaje, Student Edition

Author: Armen

Edition: 1st

Copyright: 2007

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: The advanced placement course description for Spanish has twelve specific goals. These invite the student to express themselves in various manners. Students are expected to be able to identify and summarize the main points in readings, write cohesive and coherent essays, express an opinion after synthesizing information, recognize cultural elements in oral and written texts, infer social relationships, communicate via writing, and initiate and maintain a conversation while using language that is semantically and grammatically accurate. The Abriendo puertas: Lenguaje program successfully touches upon each of these goals.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLSE-1433-YES-Basal-----8/17/2009 @ 3:07:35 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated into State Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLSE-1434-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: This program is designed to help students prepare for the AP Spanish Language Exam. It features pronunciation practice, listening and reading comprehension strategies, study tips, a quick reference guide, and comprehensive tests that mimic the AP Spanish Language Exam. Grammar is refined through writing and speaking activities.

The information presented in the verb and grammar sections are presented with detailed notes and examples.

There is a teacher resource manual which offers practice activities for each section of the AP Spanish Language Exam and two complete practice exams. In addition, teachers are given many tools and ideas to share with their students.

MATTERS OF FACT: The student text is very similar to the “Little Brown Handbook” that is very familiar to many high school English students. There is an audio program which furthers listening skills.

CONCERNS: None

HMD-2048-ApLSE-1435-YES-Basal-----8/17/2009 @ 3:07:35 PM

IV. Assessment**Documentation**

STRENGTHS: Students are given ample practice activities covering every section of the AP Spanish Language Exam. In addition, there are two comprehensive practice AP Spanish Language Exams included.

MATTERS OF FACT: The Teacher’s Resource Manual offers some suggestions on instruction and how to incorporate student created assessments.

CONCERNS: None

HMD-2048-ApLSE-1436-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This is a highly advanced course for students who are preparing to take the AP Spanish Language Exam. The “Little Brown Handbook” type look will be very familiar to students.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLSE-1437-YES-Basal-----8/17/2009 @ 3:07:35 PM

VI. List of Components Reviewed**Documentation**

All components were reviewed with the exception of the audio CDs which were not received.

HMD-2048-ApLSE-1438-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2048-ApLSE-1439-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: HMD-2048-ApLTI&II	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Alt-High	Reviewer Delivery Method: Traditional

Publisher:
Holt McDougal

Title:
Abriendo puertas: Literatura, Tomo I & II Combined Package

Author: Bowen

Edition: 1st

Copyright: 2003

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: There are twelve goals for students interested in taking the AP Spanish Exam. Of these twelve, this series satisfies the five goals that relate to literature. Within this program, students will be able to identify and summarize main points of a literary excerpt, use information from written sources to express an opinion, recognize cultural elements in written text, interpret linguistic cues, and use language that is semantically and grammatically accurate.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLTI&II-1440-YES-Basal-----8/17/2009 @ 3:07:35 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated into State Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLTI&II-1441-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: This series of two books provides preparation for the AP Spanish Literature Exam. It contains authentic readings required for the AP Exam. The two volumes offer a variety of authors and historical periods, covering various genres. It also contains vocabulary support of the selected readings.

Each volume is also accompanied by a teacher's resource manual which provides support and practice activities and quizzes for the student.

Each reading selection begins with an introduction that gives information about the author and the selection. After the selection, there are comprehension questions that check for understanding of the piece.

Tips for writing a good analytical essay are included.

MATTERS OF FACT: None

CONCERNS: There is no variance in activities to take into account the different learning styles of the students studying the language.

HMD-2048-ApLTI&II-1442-YES-Basal-----8/17/2009 @ 3:07:35 PM

IV. Assessment**Documentation**

STRENGTHS: Within the teacher's resource manual, there are questions available to check student progress, including vocabulary quizzes and multiple-choice questions.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLTI&II-1443-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

V. Other Comments**Documentation**

STRENGTHS: This series adequately prepares students for the literary portion of the AP Spanish Exam. The readings cover all necessary historical periods and genres. There is a guide for internet resources that can be used.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-ApLTI&II-1444-YES-Basal-----8/17/2009 @ 3:07:35 PM

VI. List of Components Reviewed**Documentation**

All items bid were received and reviewed.

HMD-2048-ApLTI&II-1445-YES-Basal-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2048-ApLTI&II-1446-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: HMD-2048-I	Reviewer Level: Alt-High
Category: Foreign Language	
Publisher's Bid Level: Alt-High	Reviewer Delivery Method: Traditional

Publisher:
Holt McDougal

Title:
Interacciones

Author: Spinelli

Edition: 6th

Copyright: 2009

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: The advanced placement course description for Spanish has twelve specific goals. These invite the student to express themselves in various manners. Students are expected to be able to identify and summarize the main points in readings, write cohesive and coherent essays, express an opinion after synthesizing information, recognize cultural elements in oral and written texts, infer social relationships, communicate via writing, and initiate and maintain a conversation while using language that is semantically and grammatically accurate. The Interacciones program successfully touches upon each of these goals.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-I-1447-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated into State Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-I-1448-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: This program is designed to be a year four Spanish course. It is an all-inclusive text that uses a communicative approach to the teaching of both Spanish language and culture. While it focuses on listening, speaking, reading, and writing in Spanish, it also teaches students to function within Hispanic culture by providing students with the opportunity to practice using Spanish in real contexts.

This program contains a soft-bound student text, a workbook, a video/lab manual, and a video dvd program.

There are twelve chapters each centered around various themes. Within each chapter, there are three situations presented by dialogue, vocabulary, conversation practice, grammar, and cultural readings. At the end of each chapter, there is an extensive writing assignment.

MATTERS OF FACT: None

CONCERNS: None

HMD-2048-I-1449-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

IV. Assessment**Documentation**

STRENGTHS: The assessment program is available on the Teacher's resource CD-ROM. It includes chapter tests, midterm and final exams.

MATTERS OF FACT: The assessment program is not provided in print.

CONCERNS: None

HMD-2048-I-1450-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

V. Other Comments**Documentation**

STRENGTHS: This program could be an alternate to a more standard level four Spanish program if all students were highly motivated or advanced learners.

MATTERS OF FACT: None

CONCERNS: The student text is soft-bound and may be difficult to maintain for the six year adoption cycle.

HMD-2048-I-1451-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

VI. List of Components Reviewed**Documentation**

All components were received and reviewed.

HMD-2048-I-1452-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2048-I-1453-YES-Alt-High-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: PEPH-2040-ApLyG	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Pearson Education, Inc., PA Prentice Hall

Title:
Abriendo paso: Lectura y Gramática

Author: Díaz et al.

Edition: 3rd

Copyright: 2007

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: At level four the state standards are expected to be at an expanding level.

Goal one of the state standards requires that students learn to communicate in a language other than English. Throughout the Gramática portion of this program, students are given the guidance to expand the communication skills that they have mastered in previous language classes.

Goal two addresses the gaining of knowledge of other cultures. This is addressed primarily in the Lectura portion of this series. Throughout the various readings, students are introduced to Hispanic culture through the eyes of the authors.

Goal three requires students to connect with other disciplines to acquire information. English grammar and literature are the disciplines that students will make the most connection to in this series. Advanced Spanish grammar is discussed in English and modeled in Spanish.

Goal four asks students to develop insight into the nature of language and culture. In Abriendo Paso, students take an in depth look at the Spanish language. In addition, the readings in the Lectura selections reinforce culture.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-ApLyG-1454-YES-Basal-----9/14/2009 @ 10:09:48 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The National Standards are incorporated into the state standards.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-ApLyG-1455-YES-Basal-----9/14/2009 @ 10:09:48 AM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: The Abriendo paso program is a two-text program; one text devoted to grammar and the other to readings in Spanish. The series is specifically targeted for high school students in Level IV or higher. While not specifically designed for students desiring to take the AP Spanish Language Exam, it has been developed with the needs of these students in mind.

In the grammar text, there are six “unidades,” each dealing with a different theme. Each unit begins with a sample passage in which the grammar point being discussed is evident. Students are then given an explanation of the uses of that grammar point. Following are exercises that allow students to practice the grammar point. Each unit ends with a section that asks the students to use everything they have learned in the unit in order to communicate effectively.

Following each unit is a section of grammar rules corresponding to the grammar point reviewed in the preceding unit. This section provides reinforcing activities. In addition, there is a Pasos section designed to provide yet further explanation and practice.

There is also a section designated for the types of exercises that would appear on the Advanced Placement Exam.

The end of the text contains eight appendixes which act as a sort of grammar handbook for students.

In addition to the text, the grammar portion of this program contains black line masters of tests and an audio CD containing informal speaking-simulated conversations and formal oral presentations.

The Lectura text consists of twenty-seven chapters. Each chapter is a specific reading in Spanish. These readings are divided into four sections: cuentos, poesia, de la prensa, and teatro. These selections should be highly interesting to high school students. They offer a wide variety of genre, theme, style, length, and degree of difficulty.

Each chapter opens with pre-reading activities. Just prior to each selection, there is a brief biographical sketch of the author.

Throughout the reading, words and expressions that are likely to be too difficult for students appear in English in the margin.

Immediately after the reading, there are activities to ensure comprehension of the passage. Following this, students may use provided activities to use the vocabulary from the story to enact situations, to converse, or to write.

There are informal writing tasks that are similar to those on the Advanced Placement Spanish

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Language Exam. Audio CD's provide listening comprehension activities.

Tests are provided for each chapter.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-ApLyG-1456-YES-Basal-----9/14/2009 @ 10:09:48 AM

IV. Assessment

Documentation

STRENGTHS: The Gramática and Lectura texts also come with a booklet with black line masters for testing purposes. The Gramática test booklet contains two tests for each unit. The Lectura test booklet contains a test for each reading selection.

MATTERS OF FACT:

CONCERNS: None

PEPH-2040-ApLyG-1457-YES-Basal-----9/14/2009 @ 10:09:48 AM

V. Other Comments

Documentation

STRENGTHS: This program adequately addresses the grammar and reading necessary to students of higher level Spanish ability.

MATTERS OF FACT: None

CONCERNS: The culture of this series is only brought out throughout the reading passages in the Lectura portion of the series.

PEPH-2040-ApLyG-1458-YES-Basal-----9/14/2009 @ 10:09:48 AM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VI. List of Components Reviewed

Documentation

All bid components were received and reviewed.

PEPH-2040-ApLyG-1459-YES-Basal-----9/14/2009 @ 10:09:48 AM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS: None

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-ApLyG-1460-YES-Basal-----9/14/2009 @ 10:09:48 AM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: PEPH-2040-CCyc	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Pearson Education, Inc., PA Prentice Hall

Title:
Conexiones: Comunicación y cultura

Author: Zayas-Bazán et al.

Edition: 4th

Copyright: 2010

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: All five of the Tennessee standards for foreign language are addressed in a comprehensive fashion in the conexiones program. Throughout each chapter, students are given the opportunity to become more familiar with previously learned grammar and vocabulary. The program also encourages communication through audio CDs and other speaking and writing activities. Finally, connections with Hispanic culture and other disciplines occur in each chapter through a section dedicated to engaging students with paintings, songs, short stories, poems and short plays all presented within a cultural framework.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-CCyc-1461-YES-Basal-----9/14/2009 @ 10:46:03 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the State Standards.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-CCyc-1462-YES-Basal-----9/14/2009 @ 10:07:50 AM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: This series was certainly designed with the advanced student in mind. Written almost entirely in Spanish, it does serve as a very useful all-around program for those advanced students. The program consists of twelve chapters, each one centered around a distinct theme of interest to high school level students. Within each chapter, there is ample opportunity for communication activities, new vocabulary, grammar lessons, connections with other disciplines, and culture. There is an excellent companion web site.

MATTERS OF FACT: There is a complete audio and DVD program. The DVD program presents authentic videos from a popular Internet video site highlighting Hispanic culture.

CONCERNS: None

PEPH-2040-CCyc-1463-YES-Basal-----9/14/2009 @ 10:07:50 AM

IV. Assessment**Documentation**

STRENGTHS: Two tests are available for each chapter. In addition, there is opportunity for teacher's to customize tests if desired.

MATTERS OF FACT: None

CONCERNS: This program is well suited for grades 11-12 or students in the fourth year of study. Additional material is needed if the class is AP.

PEPH-2040-CCyc-1464-YES-Basal-----9/14/2009 @ 10:07:50 AM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: Structured like many level 1-3 textbooks including pictures and color which would make the transition easy for students.

MATTERS OF FACT: None

CONCERNS: If the class is AP, additional materials are needed.

PEPH-2040-CCyc-1465-YES-Basal-----9/14/2009 @ 10:07:50 AM

VI. List of Components Reviewed**Documentation**

All items were received and reviewed. The DVD program was not included in the bid nor was it received. However, the committee has been assured that the DVD program will be included as part of the teacher package.

PEPH-2040-CCyc-1466-YES-Basal-----9/14/2009 @ 10:07:50 AM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

PEPH-2040-CCyc-1467-YES-Basal-----9/14/2009 @ 10:07:50 AM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: PEPH-2040-EmGatdll	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Pearson Education, Inc., PA Prentice Hall

Title:
Encuentros maravillosos: Gramática a través de la literatura

Author: Kanter

Edition: 3rd

Copyright: 2011

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: This program for highly advanced students of Spanish touches on all five goals of the Tennessee standards. Through the use of grammar lessons, students are encouraged to communicate in Spanish as well as to refine their understanding of the Spanish language. In addition, culture is explored through the use of readings from Spanish and Latin American literature. These works have not only been selected for their cultural and historical significance, but also for their linguistic accessibility and their ability to promote meaningful conversations based on the chosen themes.

The activities in this program encourage students to develop communications skills by having them express their own feelings and opinions and gather information from those around them who speak Spanish (Goal 1).

The program also encourages students to learn more about the many cultures and people that make up the Spanish speaking world and to compare these cultures to their own (Goal 2).

Students are also helped to make connections between the material they have read to other course content, such as historical and sociological concepts (Goal 3).

The grammar presentations help students to understand the nature of the Spanish language and the nature of English as well (Goal 4).

Finally, the program focuses on critical-thinking-style questions that guide students to reflect on literature, make comparisons, and start to develop a lifelong love of learning (Goal 5).

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-EmGatdll-1468-YES-Basal-----8/17/2009 @ 3:07:35 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the State Standards.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-EmGatdll-1469-YES-Basal-----8/17/2009 @ 3:07:35 PM

III. Program Design**Documentation**

STRENGTHS: Grammar and vocabulary are taught through literary selections for each chapter.

There are 14 chapters. Each chapter begins with vocabulary, which is taken from the literary selection for that chapter. The vocabulary is explained in Spanish with sample sentences to clarify usage. Exercises to reinforce the vocabulary follow.

The literary selection for each chapter has been chosen to pique the interest of students. Following the reading, there are comprehension questions and questions to encourage students to connect the chapter's literary themes with issues relevant to their own lives.

The grammar for each chapter is presented in Spanish and examples pertaining to the literary selection are included. Grammar exercises follow, based on additional reading selections, fairy tales, movies, mythology and other venues.

Each chapter ends with a set of review exercises to reinforce grammar from the current and previous chapters.

The program also contains verb charts and an audio program on CD.

MATTERS OF FACT: The reading selections are from many well known authors. After each reading selection, the book incorporates comprehension, free response, and discussion questions.

CONCERNS: If class is AP, then additional materials are needed.

PEPH-2040-EmGatdll-1470-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

IV. Assessment**Documentation**

STRENGTHS: The testing program is twofold. There is an Exam View Computer Test Bank with built-in, editable test banks for every chapter. In addition, there is a test booklet, with black line master tests for each chapter.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-EmGatdII-1471-YES-Basal-----8/17/2009 @ 3:07:36 PM

V. Other Comments**Documentation**

STRENGTHS: None

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-EmGatdII-1472-YES-Basal-----8/17/2009 @ 3:07:36 PM

VI. List of Components Reviewed**Documentation**

All items bid were received and reviewed.

PEPH-2040-EmGatdII-1473-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

PEPH-2040-EmGatdll-1474-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: PEPH-2040-Mcdllh	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:
Pearson Education, Inc., PA Prentice Hall

Title:
Momentos cumbres de las literaturas hispánicas

Author: Rodríguez

Edition: 1st

Copyright: 2004

Recommended:
☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: There are twelve goals for students interested in taking the AP Spanish Exam. Of these twelve, this series satisfies the five goals that relate to literature. Within this program, students will be able to identify and summarize main points of a literary excerpt, use information from written sources to express an opinion, recognize cultural elements in written text, interpret linguistic cues, and use language that is semantically and grammatically accurate.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-Mcdllh-1475-YES-Basal-----8/17/2009 @ 3:07:36 PM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the State standards.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-Mcdllh-1476-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: This program provides students planning to take the AP Spanish Exam with a collection of texts aimed at teaching literary analysis as well as the main periods of Hispanic literary production. The beginning selections of the book have interesting and helpful information about reading and interpreting literature in another language. Each work begins with pre-reading activities which not only pose questions related to the reading but also connect to students' real life experiences. The next section gives students the tools (historical, cultural, linguistic, etc.) they will need to understand the text. The reading itself follows. A brief introduction accompanies each reading, with information on literary movements, historical background, life and works of authors, additional readings, etc.

An audio CD with professional readings of many of the reading selections, is also included. In addition, there is a worksheet for each chapter and an Exam View test generator CD-ROM.

MATTERS OF FACT: None

CONCERNS: None

PEPH-2040-Mcdllh-1477-YES-Basal-----8/17/2009 @ 3:07:36 PM

IV. Assessment**Documentation**

STRENGTHS: There is an Exam View Test Generator available with this program for testing purposes.

MATTERS OF FACT: None

CONCERNS: There are only 9 questions available for each reading selection. Additional AP Literature Exam format questions may be needed.

PEPH-2040-Mcdllh-1478-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This program provides an in-depth look at Spanish literature.

MATTERS OF FACT: None

CONCERNS: This book may be better suited for an AP class.

PEPH-2040-Mcdllh-1479-YES-Basal-----8/17/2009 @ 3:07:36 PM

VI. List of Components Reviewed**Documentation**

All items bid were received and reviewed.

PEPH-2040-Mcdllh-1480-YES-Basal-----8/17/2009 @ 3:07:36 PM

VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

PEPH-2040-Mcdllh-1481-YES-Basal-----8/17/2009 @ 3:07:36 PM

TEXTBOOK SCREENING INSTRUMENT

Spanish

Consensus Review

Book Code: PEPH-2040-PHRwRS6-12	Reviewer Level: Basal
Category: Foreign Language	
Publisher's Bid Level: Basal	Reviewer Delivery Method: Traditional

Publisher:

Pearson Education, Inc., PA Prentice Hall

Title:

Prentice Hall Realidades with Realidades.com Series 6-12

Author: Boyles et al.

Edition: 2nd

Copyright: 2011

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**Spanish**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: The entire Realidades programs been designed with the Tennessee standards in mind. Each level thoroughly exposes students to each of the goals that comprise the Tennessee standards. Throughout the Realidades program, students are given exposure to real language, real culture, and real connections to other disciplines while learning to communicate about themselves and the community and world around them. In addition, they gain an understanding not only of Hispanic language and culture, but of their own as well.

MATTERS OF FACT: None

CONCERNS: None

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II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the State Standards.

MATTERS OF FACT: None

CONCERNS: None

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TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****III. Program Design****Documentation**

STRENGTHS: Each chapter of the Realidades program is designed with the foundations of how to learn a language. It begins with a look at vocabulary and grammar taught in context. The next part of the chapter continues with a variety of activities that involve many learning modalities and enable the students to practice the new vocabulary and grammar in the ways they learn best. Following this are a variety of activities all based on authentic experiences in which students have the opportunity to use their newly learned Spanish. Within this section, there are reading, performance-based speaking and writing, cultural, and video activities. The chapter review provides a complete review of the new vocabulary and grammar and helps prepare students for the chapter test.

In addition to the text, there are extensive ancillaries available either in print or on-line. These include workbooks, audio CD's, a DVD program, and other communication activities. The guided practice workbook is great to help students practice difficult concepts. The presentation express has colorful and interactive presentations in order to make grammar concepts more interesting.

MATTERS OF FACT: None

CONCERNS: The video program has not been updated since the last adoption process.

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IV. Assessment**Documentation**

STRENGTHS: The assessment program is twofold. There is an ExamView test generator CD-ROM with a test bank for each chapter. In addition, there is a test booklet including placement tests, quizzes, chapter tests, cumulative tests, and portfolio assessments. Tests require students to produce authentic Spanish responses. The two different vocabulary quizzes offered for each lesson help the students retain the words better. Vocabulary is also tested in context.

MATTERS OF FACT: None

CONCERNS: Some of the quizzes are too confusing and difficult for students and do not test their knowledge appropriately. There is no option to combine the two chapters together. For example, a test that covers 5A and 5B.

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TEXTBOOK SCREENING INSTRUMENT**Spanish****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: This is a very strong Spanish program which can be used for the duration of high school Spanish courses. The Realidades.com web site is a good addition to the program.

MATTERS OF FACT: None

CONCERNS: The materials have not been updated since the last adoption and there are things that could have been improved upon. For example, the video program has not been changed since the last adoption.

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VI. List of Components Reviewed**Documentation**

All components were received and reviewed.

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VII. State Textbook Commission Members Comments**Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

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