

TEXTBOOK SCREENING INSTRUMENT

French Latin

Consensus Review

<b>Book Code:</b> EMC-2010-CàtL1	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
EMC Publishing, LLC

**Title:**  
C'est à toi! Level 1

**Author:** Karla Winther Fawbush

**Edition:** 2nd

**Copyright:** 2007

**Recommended:**

☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review****I. Tennessee Framework****Documentation**

**STRENGTHS:** Goal One: Communicate in Language other than English – This program of study allows student to develop communication skills in the target language. Chapters feature activities that focus on using the target language in an authentic way requiring students to draw from their new learning at the introductory level and prior knowledge in levels 2 & 3. Communicative activities range from discussions, short dialogues, personalized questions and responses. Students are asked to write from the very beginning of the course and challenged to refine and hone writing skills in levels 2 & 3. Activities throughout this program focus on individual, paired and small group interactions.

Goal Two: Gain Knowledge and Understanding of Other Cultures – This standard is met through the study of the practices and perspectives of the target culture. In level 1, students explore music, cuisine, work life, school systems and various Francophone countries to gain an authentic viewpoint of a culture different from their own. In addition, students are given the vocabulary necessary to begin discussions around these topic areas. In level 2, students gain a greater knowledge of the Francophone culture through study of monuments & architecture, professions, festivals, the provinces of France, sports and pastimes and education. In addition, this book does an excellent job of exposing students to francophone areas outside of France including Haiti, Martinique, Tunisia, Guadeloupe, Maroc, etc. In level 3, students gain a greater knowledge of the Francophone culture through continued study of monuments & architecture, professions, festivals, politics, education, the environment, social issues and literature. In addition, this book does an excellent job of exposing students to francophone areas outside of France including Senegal, Quebec, Togo, Niger, Mali and various provinces of France. By exploring so many perspectives and products of various Francophone countries, students begin to gain an authentic viewpoint of a culture different from their own.

Goal Three: Connect with other Disciplines and Acquire information – In this domain, students begin to see connections between learning French and other disciplines. Examples in level 1 include looking at Celsius vs. Fahrenheit where students see a math and science connection. Studying geography of Francophone countries is an obvious connection as well as looking at some of the art & music produced by these cultures.

In level 2, students study direct comparisons of English and French, begin to see some direct links between the two languages, and geographical connections continue to be made in addition to music, politics, education, sports and history. In level 3, students continue to delve deeper into this standard.

Goal Four – Develop Insight into the Nature of Language and Culture – This sequence of learning allows students to study through comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. In level 1, students are asked to develop their written communication through writing letters, small passages and questions personnelles. In

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level 2, this writing sequence encourages a greater development and refinement of skills. In level 3, idiomatic expressions are studied and students continue to expand knowledge of various verb forms including the future, the conditional, the subjunctive, the pluperfect and the past conditional.

Goal Five: Participate in Multicultural Communities at Home and Around the World – For this standard, there are opportunities through the online materials to access authentic realia, in addition to the realia that is provided in the textbook. The Activities for Proficiency manual for levels 1 & 2 contains a great amount of realia and support for meeting the Tennessee State Standards in this area as well.

**MATTERS OF FACT:** none

**CONCERNS:** Level 1 - There is more exposure to cultural products rather than actual experience.

Goal 5 for all levels requires some teacher supplementation.

Level 3 - Heavy emphasis on grammar in a more traditional approach to teaching.

EMC-2010-CàtL1-1005-YES-Basal-----9/15/2009 @ 9:27:05 AM

## **II. National Standards or Industry Standards**

### **Documentation**

**STRENGTHS:** none

**MATTERS OF FACT:** National Standards are met through the State Standards.

**CONCERNS:** none

EMC-2010-CàtL1-1006-YES-Basal-----9/15/2009 @ 9:26:41 AM

# TEXTBOOK SCREENING INSTRUMENT

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### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** C'est a toi level 1 contains 12 units of study and level 2 contains 11 units of study. In level 1, all of the units, but the first unit, contain three lessons that are easily identified with A, B & C. Level 2 follows this same structure but the first unit begins with three lessons. Units are presented in a parallel format with Vocabulary, Conversation, Culture, Grammar and Student practice. The unit concludes with a Lecture (reading section) an ongoing cartoon, and a review section containing a review of culture, conversation, written work, grammar and vocabulary. Vocabulary is presented with the English equivalent at this point.

At the end of the book, there is a Grammar Summary, comprehensive vocabulary and a Grammar Index for student reference.

The level 3 edition of C'est a Toi contains 10 units. The format is reminiscent of levels 1 & 2 with some slight variations. Each unit is composed of two lessons labeled A & B and these follow a similar structure throughout the textbook in order to give students an organized way to approach the text. The progression of the unit is as follows:

Tes empreintes ici provides students with questions that hopefully 'hook' them into what will be studied in the unit through personalized questions.

Vocabulaire, Conversation culturelle, Aperçus culturels, Langue Active and Strategie Communicative comprise lesson A.

Lesson B begins with reading and reading strategies and a vocabulary introduction. This section concludes with an evaluation section with 6 areas for students to review before the exam. Vocabulary lists and grammar highlights are included.

Other programming for this system of study for all levels includes:

The Teachers Edition provides a Scope and Sequence chart giving a complete overview of the program and curriculum. In addition, the listening activities transcripts are included. Suggestions are made in regards to using TPR, teaching to multiple intelligences, modifying instruction, meeting the National Standards, and which resources are best suited to teach a particular part of the lesson. The Program Manager is a useful resource for the new teacher with premade lessons and pacing for the system of study.

The Teachers Edition on CD-ROM really contains everything one would need to navigate the entire program. The book is located here in addition to the DVD program, activities for proficiency, various audio activities, grammar, vocabulary and workbook activities, lesson quizzes, TPR storytelling manual, transparencies and unit tests.

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The DVD program corresponds with each unit of the book and is in the target language. This could quickly become dated, but would still be useful in the classroom.

The student edition presents material in an organized and visually manageable fashion. Grammar explanations are fairly short, but also color coded for ease of recognition. The student workbook contains a variety of exercises to supplement textbook learning. The Grammar and Vocabulary workbook would work well for differentiated instruction in the classroom.

The activities for proficiency book provides a nice array of supplemental activities for further instruction and application of text learning.

The Communicative Activities workbook gives additional speaking practice for students.

Levels 1 & 2 also have a TPRS guide book and a proficiency manual as well.

In addition, there is an internet resource center that provides activities, news & media information, video clips and music for students. I-catcher is an updated series of monthly interviews that highlight the lives and professions of young French professionals and students. This is definitely a strength of this program. There is a monthly monitored chat followed by activities for students to complete upon viewing/listening.

Hit-tracker gives students a monthly, contemporary song in karaoke. What a great way to engage in contemporary culture and learn the language.

At the time of review, the News-ticker feature could not be found.

**MATTERS OF FACT:** none

**CONCERNS:** At levels 1-3 - limited formal listening activities

Teacher's edition features less and less supplemental material and suggestions as the program progresses.

There were limited fine art transparencies.

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## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** The assessment piece of this program is also solid and provides the means to have a variety of assessments for students. The test generator provides quizzes, tests and proficiency tests that are pre-made, but the teacher can also edit these. The tests are well written, providing a variety of question types and focus on vocabulary, writing, speaking, listening and culture.

Informal assessments are prevalent throughout the teacher manual and students also have the opportunity to self-assess at the end of every chapter.

Unit tests obviously compile what was learned over the course of the entire unit and focus on the four skills in order to assess how students are acquiring the information. In the test generator, teachers may opt to use pre formulated tests and questions or edit them to suit the needs of their students. This program design also suggests using portfolio assessment and including the proficiency tests that are included.

**MATTERS OF FACT:** none

**CONCERNS:** End of unit assessment practice (in the textbook) is good practice, but doesn't correlate to the actual assessment.

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**V. Other Comments****Documentation**

**STRENGTHS:** none

**MATTERS OF FACT:** none

**CONCERNS:** none

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**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**VI. List of Components Reviewed****Documentation**

student textbook, Teacher's edition, Teacher's edition on CD, workbook, workbook TE, communicative activities, Activities for proficiency, grammar and vocabulary activities, test generator, program planner workbook.

EMC-2010-CàtL1-1010-YES-Basal-----9/15/2009 @ 9:26:41 AM

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

STRENGTHS: none

MATTERS OF FACT: none

CONCERNS: none

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French Latin

Consensus Review

<b>Book Code:</b> EMC-2010-EF	<b>Reviewer Level:</b> CoBasal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
EMC Publishing, LLC

**Title:**  
Exploring French

**Author:** Joan Sheeran

**Edition:** 3rd

**Copyright:** 2008

**Recommended:**

☐ YES   ☒ NO

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## Consensus Review

**I. Tennessee Framework****Documentation**

**STRENGTHS:** As clearly stated in the teacher's manual, this program of study is not designed to be a first year all inclusive textbook. While the Tennessee standards for foreign language are reflected in the book, its main goals are limited. The primary goal is to foster typical and functional communication as well as providing students with a basic cultural awareness. The secondary goal of the program supports the remaining Tennessee state standards. The connections goal is met through the study of foreign language, some geography, weather, music, art and reading. The goal of comparisons encourages students to develop an awareness of their own language and culture while also comparing that of the target culture and language. The goal of community is the sharing of the new language and culture with others. This is addressed primarily through teacher supplementation of language clubs, cultures fairs, correspondence with French speakers, etc.

**MATTERS OF FACT:** none

**CONCERNS:** none

EMC-2010-EF-998-NO-CoBasal-----9/15/2009 @ 9:50:58 AM

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

**STRENGTHS:** none

**MATTERS OF FACT:** National Standards are addressed in State Standards.

**CONCERNS:** none

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## Consensus Review

**III. Program Design****Documentation**

**STRENGTHS:** Exploring French, an introductory course, is divided into 20 small lessons ranging in topic from simple conversation and greetings to shopping. The beginning of each lesson presents vocabulary where the French and English are both given. This is followed by workbook style exercises for the students to complete individually or with a small group/partner. Sometimes the instructions are given in French, sometimes in English and sometimes with translations. There are no grammar explanations provided and there is no glossary. There is symtalk and a crossword puzzle at the end of each chapter.

The workbook mirrors activities that are presented in the text.

The teacher's guide is a soft back book that contains short lesson plans for the curriculum, the textbook answer key, information on the CD program and check up written activities.

The audio program is downloadable in the form of MP3 files.

**MATTERS OF FACT:** none

**CONCERNS:** The primary concern is the format of the student textbook. The fact that it is essentially a workbook in a hardback edition is a concern. Students are asked to fill in the blanks, circle the right answer, etc. In addition, much of the text is in English or if it is in French there is a translation right next to it. There are no grammar explanations provided and it only focuses on the culture of France. All grammatical aspects are intended to be learned via communication activities. Traditional grammar is not addressed.

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## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** The primary form of assessment is from activities in the textbook or the check-up written activities. There is not a formal testing program associated with the text.

The teacher's guide includes some 'check-up' written and listening activities which could be used as a chapter test.

**MATTERS OF FACT:** none

**CONCERNS:** There are no resources for teachers to choose formal assessments for their students.

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**V. Other Comments****Documentation**

**STRENGTHS:** This program is intended to be used as an introductory, exploratory type program.

**MATTERS OF FACT:** This program does not fulfill the requirements for French 1.

**CONCERNS:** There are not enough materials or activities in the book or in the provided ancillary materials to allow this to be a basal text for a high school level class. It would be best used at the middle school level during an exploratory class. This program could be adapted to reach as low as 4th or 5th grades.

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**VI. List of Components Reviewed****Documentation**

Teachers guide, student workbook, transparencies, student textbook, online listening activities.

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

#### **Documentation**

STRENGTHS: none

MATTERS OF FACT: none

CONCERNS: none

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TEXTBOOK SCREENING INSTRUMENT

French Latin

Consensus Review

<b>Book Code:</b> GLEN-2010-Bv1	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Glencoe/McGraw-Hill

**Title:**  
Bon voyage! 1 Student Edition

**Author:** Schmitt

**Edition:** 2

**Copyright:** 2008

**Recommended:**

☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review****I. Tennessee Framework****Documentation**

**STRENGTHS:** Goal One: Communicate in Language other than English – This program of study allows students to practice the target language through conversation throughout the course. Each level focuses on using the target language in an authentic way. As a student progresses through levels 1-3, conversation, presentation and interactions become progressively more challenging; however, these activities are scaffolded and provide excellent support for the student.

Goal Two: Gain Knowledge and Understanding of Other Cultures – This program maintains a partnership with National Geographic who provides the text with updated photographs and information about France, French-speaking Africa and the Caribbean. In addition, in level 2, students begin to develop an understanding of historical movements and figures. At the third level, there is a contemporary focus on Francophone life through studying marketing, journalism, crime, customs and social services. Francophone cultures are included frequently throughout the text. In addition, students continue to develop an understanding of historical movements and figures through the study of literature, music and art.

Goal Three: Connect with other Disciplines and Acquire information – In this domain, both level 1 and 2 feature a “Connexions” section within each chapter that ties the learning to a cross curricular subject. Students begin to make connections with the target language and how it influences English. Idiomatic and slang expressions are studied. In level 3, each chapter features a “Journalisme” section that ties the learning to cross curricular subjects while staying in the target language. Students continue to make connections with the target language and how it influences English and continue their studies of idiomatic and slang expressions.

Goal Four – Develop Insight into the Nature of Language and Culture – This sequence of learning allows students to study through comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. Many of the activities feature a diverse group of photos of people from around the world.

Goal Five: Participate in Multicultural Communities at Home and Around the World – for this standard, there are many opportunities through the online materials to access authentic realia, in addition to the realia that is provided in the textbook. Activities throughout the course involve writing letters and e-mails. This is the area that is usually the most challenging for teachers to put into action and may require additional supplementation by the teacher.

**MATTERS OF FACT:** The publisher has predetermined which activities are “required, recommended and optional.” The challenge is that most of the sections that deal with communications, cultures and comparisons fall under the recommended and optional headings.

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CONCERNS: There is little exposure to basic historical figures or moments at level 1 & 2.

Limited material for actually experiencing cultural activities

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## II. National Standards or Industry Standards

### Documentation

STRENGTHS: State standards are based on national standards

MATTERS OF FACT:

CONCERNS: none

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# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** Level one begins with Preliminary Lessons which cover topics such as greetings, ordering food & beverages, days, months and time.

Level two begins with a 58-page review section; each of the 6 sections has a vocabulary, dialogue and grammar component (2-4 grammar concepts covered per component)

Levels one and two have the exact same chapter design, except that in level 2 there is a section review of major material presented in chapters 1-4, 5-7, 8-11 and 12-14 followed by National Geographic-produced Reflets de la France, a section of pictures related to the geography of the Francophone area studied in the chapter.

The first two chapters of the level two book are the same as the last two chapters of the level one book

Each of the 14 chapters starts with two vocabulary sections, each with student practice immediately following the presentation of words. Approximately four grammar concepts are covered in the grammar section which follows the vocabulary.

After the grammar section, no new material is presented; the remaining activities for the chapter are meant to apply the new material. This part of the chapter contains a dialogue (in which the new vocabulary and grammar concepts are modeled), Lectures Culturelles and two Lectures Supplémentaires (French readings which incorporate culture), Connexions (English section focusing on a wide variety of cross-curricular connections), C'est à Vous (speaking and writing activities), and end-of-chapter assessment (which covers vocabulary, grammar and culture), "On parle super bien" (a picture or illustration which can serve as either a speaking or a writing prompt), and a French-only vocabulary list.

Level three has eight chapters broken into 3 lesson-sections each: Culture, Conversation & Journalisme.

The Culture section begins with a brief introductory reading in French as a guiding focus for the section. This is followed by Vocabulary for Reading (presented mostly in picture format, but additional words are given with their meaning/"translation" provided via circumlocution) which has student activities following it. The vocabulary section is then followed by a longer French passage using the new vocabulary and followed by comprehension questions. A grammar section and practice follows the vocabulary. This grammar is a review of concepts that should have been covered in levels 1 or 2. A C'est à Vous section, similar to the ones provided in levels 1 and 2 follows the grammar, and an end-of the lesson assessment section (set up like the ones in levels 1 and 2 and covering vocabulary, reading & grammar) ends the lesson.

The Conversation section is set up just like the Culture section, only this section also contains an extended dialogue as well as the longer reading passage in French. The end-of-lesson assessment is also the same as the Culture section except that the topics reviewed are vocabulary, conversation, and grammar.

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The Journalisme section begins with the same vocabulary setup as the previous two lessons. This is followed by two reading sections, each of which is from an authentic medium (newspaper, magazine, etc.) and has reading comprehension questions following. New, advanced grammar concepts follow this reading section. C'est à Vous and end-of-lesson assessments similar to the first two lessons follow the grammar section. At the end of each chapter is a Proficiency Tasks section which requires students to write a lengthier paper (compared to passages written in levels 1 and 2) and to compose a lengthier oral report (again, compared to presentations done in levels 1 & 2). A French-only vocabulary list and a video tour section complete the chapter.

At the end of the book at each level is an authentic literature section with comprehension questions.

Ancillaries for all three levels are grouped by chapter and include the following:

Transparencies (bell ringer, vocabulary lists, pronunciation, "On parle super bien" illustrations, end-of-chapter assessment answers, and fine-art – most of the fine art transparencies also include information about the artist as well as an activity worksheet to be completed while viewing the artwork)

Tests & Quizzes

DVD/video

Situation Cards (more paired-group communication activities)

Foldables (13 foldables, instructions on how to make them and suggestions for using them)

Passport to Success Handbook (study organizers, note-taking skills and strategies, study skills, reading tips and standardized test practice)

Teacher works

Student CD-ROM - contains songs, dialogues and practice activities

In the teacher wrap around edition, there are scope & sequence and pacing & priorities guides to assist both the new teacher and the seasoned professional. In each chapter, there are ideas for using the resources appropriate to meet national standards. Chapters are divided into succinct areas of study including: vocabulary, grammatical structures, conversation, supplemental reading and cultural material, assessment and vocabulary lists.

**MATTERS OF FACT:** The Teacher's edition for all levels includes an option on how to present new material.

**CONCERNS:** Student workbooks are on CD-ROM making technology access an issue.

Some of the web links are outdated from the online center.

It appeared that there isn't an option for subtitles on the video.

There were no links in the print library.

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## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** Assessment in this program is both informal and formal as well as summative and formative. This is evident throughout all textbook activities as well as through the assessment program. There are a wide variety of proficiency assessments in addition to standard unit tests; each test has 2 forms: easy/average and average/challenging.

There are opportunities for teachers to create individual assessments or utilize pre-made assessments. In the teacher guide, there are activities to structure speaking assessments using the Oral Proficiency Interview structure.

The Assessment Tasks that are included at the end of each chapter focus on authentic communication that is supported by current research. This is where higher order thinking skills will emerge in students.

**MATTERS OF FACT:** Pre-made tests are divided into 1. reading/writing 2. listening comprehension 3. speaking.

The proficiency tests at the end of the chapter are fairly short.

There are also Assessment Tasks included for each chapter. For these, most instructions are given in French and these tasks focus on authentic communication.

**CONCERNS:** Activities in the book are mostly oral response activities and very little practice is included in spelling or having to choose a correct grammatical form which is necessary for writing proficiency. Teachers may adapt these activities to accommodate writing and grammar practice.

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**V. Other Comments****Documentation**

**STRENGTHS:** none

**MATTERS OF FACT:** none

**CONCERNS:** none

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**TEXTBOOK SCREENING INSTRUMENT**

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Consensus Review

**VI. List of Components Reviewed**

**Documentation**

all components were received and reviewed

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**VII. State Textbook Commission Members Comments**

**Documentation**

STRENGTHS: none

MATTERS OF FACT:

none

CONCERNS: none

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Consensus Review

<b>Book Code:</b> GLEN-2010-TdT	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Glencoe/McGraw-Hill

**Title:**  
Tresors du Temps Student Edition

**Author:** Lenard

**Edition:** 2

**Copyright:** 2005

**Recommended:**  
☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review****I. Tennessee Framework****Documentation**

**STRENGTHS:** This book is aligned with the state standards, goals and progress indicators.

**Goal One: Communicate in Language other than English –** This program of study will allow students to further develop the target language through conversation and interpersonal communication throughout the course. Each chapter has activities that focus on using the target language in an authentic way requiring student to draw from their previous learning and integrate new learning.

**Goal Two: Gain Knowledge and Understanding of Other Cultures –** This book makes minimal concessions to the learners emerging language skills. The text is in the target language as well as the explanations. Students have to critically think about how history has influenced modern day Francophone culture and how historical figures, politics, cultural practices and customs have lasting effects.

**Goal Three: Connect with other Disciplines and Acquire information –** In this domain, students are exposed to the development of various technologies, movements, historical events, literary movements, music, art that may have been studied in the native language. Now, they have the opportunity to study it from a Francophone perspective as well as in the target language, furthering their knowledge and understanding.

Many famous accomplishments and contributions of famous speakers of the target language are highlighted throughout the book.

**Goal Four – Develop Insight into the Nature of Language and Culture –** This sequence of learning allows students to study through a socio-historical comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. Students are asked to expand their written communication through writing letters, poetry, and persuasive passages.

**Goal Five: Participate in Multicultural Communities at Home and Around the World –** For this standard, there are opportunities through the online materials to access authentic realia, in addition to the realia that is provided in the textbook; however additional supplementation by the teacher to meet this standard will be necessary.

**MATTERS OF FACT:** Goal 4 - much of the study focuses on historical French culture and literature.

Goal 5 - contemporary interaction is not the strong point of this book. Teacher directed activities will be required to supplement this area.

**CONCERNS:** There is no auditory component.

There are few cross-cultural references in this text since it is primarily a French literature and history

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based text.

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II. National Standards or Industry Standards

Documentation

STRENGTHS: none

MATTERS OF FACT: National Standards are met through the State Standards.

CONCERNS: none

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**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**III. Program Design****Documentation****STRENGTHS:** Strengths:

The book is divided into 12 chapters or ‘etapes’ that correspond to the primary period of French history and civilization. Each chapter is rooted in giving an historical overview of a particular timeframe, identifying key figures, moments and events. Passages from well-known French authors are then selected to convey the literature of the time period.

The division of the chapter is as follows:

- a. History – followed by vocabulary exercises, comprehension questions, oral and/or written self expression based on the reading.
- b. Life and literature – basic introduction to the author, the reading selection, vocabulary exercises, comprehension questions, and personalized topics.
- c. Grammar instruction – in the target language, exercises and application.
- d. Culture – features art, music, etc.

The teacher-annotated edition contains side notes to further explain the history or literature sections and the answers to the exercises.

The student edition is straightforward with the text, questions, glossary. This is accompanied by a workbook that has varied degrees of activities. The interactive student edition is a CD-ROM that contains the student text, online activities and resources.

There is a clear purpose and direction of instruction within this program of study. Students will draw on previous learning, but also develop a keen ability to read Francophone texts, analyze history and apply their learning. Higher level thinking is encouraged in every chapter.

**MATTERS OF FACT:** Because this is a literature-based curriculum, the teacher must supplement listening oriented activities.

There is little provision for differentiated instruction.

There is little provision for multiple intelligences.

The vocabulary presentation is passive in that there is no formal introduction of new terms to be learned.

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## Consensus Review

CONCERNS: none

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**IV. Assessment****Documentation**

**STRENGTHS:** Assessment for this program of study includes a variety of testing, authentic assessment and quick assessments. The primary focus of assessment is on higher order thinking skills. There are opportunities for both formal and informal testing to assess reading, writing, speaking and listening.

The ExamView pro CD-ROM allows teachers to use premade tests or to tailor the tests to fit individual class needs.

There is also a test booklet with premade assessments. This contains diagnostic tests to gauge students' grammar abilities. In addition, the other assessments feature a variety of question types concluding with a written question.

**MATTERS OF FACT:** Peer and self evaluation must be implemented by the teacher.

There are no practical suggestions/methods for reporting student progress to parents.

There is no chapter review for students.

Teachers may want to divide premade assessments into individual quizzes to test the various parts of the chapter. The ExamView generator can assist teachers in preparing quizzes of this sort.

CONCERNS:

GLEN-2010-TdT-967-YES-Basal-----9/15/2009 @ 9:56:46 AM

**TEXTBOOK SCREENING INSTRUMENT****French Latin**

Consensus Review

**V. Other Comments****Documentation**

STRENGTHS: none

MATTERS OF FACT:

CONCERNS:

GLEN-2010-TdT-968-YES-Basal-----9/15/2009 @ 9:56:46 AM

**VI. List of Components Reviewed****Documentation**

Teacher annotated edition, student edition, Examview pro testmaker, interactive student edition, test booklet, workbook

On website audio CDs are listed as a technology component but were not put in as part of the bid.

GLEN-2010-TdT-969-YES-Basal-----9/15/2009 @ 9:56:46 AM

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

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

GLEN-2010-TdT-970-YES-Basal-----9/15/2009 @ 9:56:58 AM

TEXTBOOK SCREENING INSTRUMENT

French Latin

Consensus Review

<b>Book Code:</b> HMD-2010-HF1ABd	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Holt McDougal

**Title:**  
Holt French 1A, Bien dit!, Student Edition

**Author:** DeMado

**Edition:** 1st

**Copyright:** 2008

**Recommended:**

☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**I. Tennessee Framework****Documentation**

**STRENGTHS:** Goal One: Communicate in Language other than English – This program of study will allow students to develop the target language through conversation and interpersonal communication throughout the course. Each chapter has activities that focus on using the target language in an authentic way requiring students to engage in the learning process and integrate new learning. Through activities, students learn to express basic like and dislikes and exchange general information. Chapter divisions allow for the acquisition of topic related vocabulary.

Goal Two: Gain Knowledge and Understanding of Other Cultures – This book provides students with substantial exposure to other Francophone cultures including the Caribbean, French-speaking Africa, Canada, and France. Students also are introduced to culture through the use of “Geo-Culture” which occurs every two chapters. This allows students to opportunity to participate in various projects, readings and authentic activities, and learn more about the art, music, customs and perspectives of another culture.

Goal Three: Connect with other Disciplines and Acquire information – In this domain, students are exposed to how French connects to their own language through the study of French grammar, expressions and cognates. Each chapter makes clear connections to other disciplines.

Goal Four – Develop Insight into the Nature of Language and Culture – This sequence of learning allows students to study through comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. The DVD tele-roman allows students to hear, see and begin to understand another culture.

Goal Five: Participate in Multicultural Communities at Home and Around the World – for this standard, there are opportunities through the online materials to access authentic realia. This standard is also met through the geographical study of the various Francophone regions. Students begin the writing process in the target language through various activities in this program.

**MATTERS OF FACT:** none

**CONCERNS:** none

HMD-2010-HF1ABd-978-YES-Basal-----9/15/2009 @ 10:02:45 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

Consensus Review

### II. National Standards or Industry Standards

#### Documentation

STRENGTHS: The National Standards are incorporated in the Tennessee Standards.

MATTERS OF FACT:

CONCERNS:

HMD-2010-HF1ABd-1138-YES-Basal-----9/15/2009 @ 10:02:15 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** This book contains 5 chapters and is designed for the 6-8 grade sequence.

Each chapter is divided into Vocabulaire 1, Grammaire 1, Culture 1, Vocabulaire 2, Grammaire 2, Tele-Roman, Lecture/Ecriture, Review for the exam and vocabulary lists. This division delivers the material in a manageable and organized manner. For those students who may be pre-AP, suggestions are made throughout the chapters for extra practice and activities that would benefit them.

The teacher's edition has an extensive lesson plan format for both the 50-minute class and the 90-minute class, as well as detailed scope and sequence. The planning guide allows teachers to have an overview of what material will be presented in any given chapter, while also organizing the available resources. Essential, Recommended and Optional activities are suggested as well. Listening scripts are included in the TE.

Within each chapter of the TE, there are suggested ways to provide differentiated instruction for students. Tips for reaching Spanish-speaking students are also highlighted throughout the lessons in the TE.

For teachers, the One-Stop Planner contains the test generator, an interactive TE with links to print and media resources, calendar & lesson planning software, the video program, the audio program, workbooks and clipart. This obviously streamlines the amount of materials to keep track of in the course of the day.

The student resources for this program design are comprehensive. The student edition (copyright 2008) appears to be updated with pictures and vocabulary relevant to contemporary student life. One note is that the realistic pictures/DVD will soon look outdated in an adoption cycle. There is a good balance between clip art type pictures and actual photos. Vocabulary presentation is organized and manageable. Sometimes presenting through pictures other times using English equivalents. The vocab at the end of the chapter gives both French and English. Grammar explanations are also organized and would be easily accessed by students for review.

The student workbook and vocabulary/grammar review workbook are both available in print as well as online. Activities are varied and provide supplemental practice.

For classroom use, students can also benefit from the Interactive Tutor, which features a variety of writing, speaking, listening and review activities for students. Teachers also have a management system embedded to track student progress and proficiency.

A CD-ROM also is available that provides a wealth of other differentiated practice for students.

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review**

The Audio Compact Discs allow for ample practice listening and pronouncing the target language. In addition, there are songs, tongue twisters, reading selections from the textbook and karaoke versions of the rap songs from ‘On Rappe’.

On rappe and Grammavision are on DVD and give further ways in which to present grammar in creative ways for students. These are songs and animated presentations to continue to ‘hook’ students into learning the target language.

The last feature, that stands out, is the ‘Soundbooth’ online recording tool. Students can record work, save it to Holt’s sever and then the teacher can access it for review and evaluation.

With the plethora of resources, a teacher has the opportunity to implement best teaching practices on a daily basis, teach to the multiple intelligences of students and meet state and national standards.

**MATTERS OF FACT:** Some of the teleroman characters are clearly older students.

**CONCERNS:** none

HMD-2010-HF1ABd-980-YES-Basal-----9/15/2009 @ 10:02:15 AM

**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** The assessment component of this program provides ample opportunities for assessment and evaluation in a variety of options. It reflects strategies and formats that are directly related to learning expectations and performance indicators as stated by the State Standards.

Formal and informal assessment is available throughout the entire book. Chapter quizzes are divided into vocabulary, grammar, lecture, ecriture and these are manageable length and question type. Chapter tests are editable, but one can also use the ExamViewPro to create personalized tests using test bank questions. Chapter tests can include evaluation of all four skills should the teacher choose to include all of these sections.

Midterm and Final exams are also comprehensive and give a solid summative assessment of student progress.

This program also provides online resources for students with quizzes and tests which allow for online grading, immediate feedback for students/teachers and a way for teachers to report progress to parents.

**MATTERS OF FACT:** Teachers may need to create assessment that is appropriate for an exploratory program.

**CONCERNS:** none

HMD-2010-HF1ABd-981-YES-Basal-----9/15/2009 @ 10:02:15 AM

**V. Other Comments****Documentation**

**STRENGTHS:** none

**MATTERS OF FACT:** none

**CONCERNS:** none

HMD-2010-HF1ABd-982-YES-Basal-----9/15/2009 @ 10:02:15 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

Consensus Review

### VI. List of Components Reviewed

#### Documentation

none

HMD-2010-HF1ABd-983-YES-Basal-----9/15/2009 @ 10:02:15 AM

### VII. State Textbook Commission Members Comments

#### Documentation

STRENGTHS: none

MATTERS OF FACT: none

CONCERNS: none

HMD-2010-HF1ABd-984-YES-Basal-----9/15/2009 @ 10:02:15 AM

TEXTBOOK SCREENING INSTRUMENT

French Latin

Consensus Review

<b>Book Code:</b> HMD-2010-HF1BBd	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Holt McDougal

**Title:**  
Holt French 1B, Bien dit!, Student Edition

**Author:** DeMado

**Edition:** 1st

**Copyright:** 2008

**Recommended:**

☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**I. Tennessee Framework****Documentation**

**STRENGTHS:** Goal One: Communicate in Language other than English – This program of study will allow students to develop the target language through conversation and interpersonal communication throughout the course. Each chapter has activities that focus on using the target language in an authentic way requiring students to engage in the learning process and integrate new learning. Through activities, students learn to express basic like and dislikes and exchange general information. Chapter divisions allow for the acquisition of topic related vocabulary.

Goal Two: Gain Knowledge and Understanding of Other Cultures – This book provides students with substantial exposure to other Francophone cultures including the Caribbean, French-speaking Africa, Canada, and France. Students also are introduced to culture through the use of “Geo-Culture” which occurs every two chapters. This allows students to opportunity to participate in various projects, readings and authentic activities, and learn more about the art, music, customs and perspectives of another culture.

Goal Three: Connect with other Disciplines and Acquire information – In this domain, students are exposed to how French connects to their own language through the study of French grammar, expressions and cognates. Each chapter makes clear connections to other disciplines.

Goal Four – Develop Insight into the Nature of Language and Culture – This sequence of learning allows students to study through comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. The DVD tele-roman allows students to hear, see and begin to understand another culture.

Goal Five: Participate in Multicultural Communities at Home and Around the World – for this standard, there are opportunities through the online materials to access authentic realia. This standard is also met through the geographical study of the various Francophone regions. Students begin the writing process in the target language through various activities in this program.

**MATTERS OF FACT:** none

**CONCERNS:** none

HMD-2010-HF1BBd-979-YES-Basal-----8/17/2009 @ 8:53:41 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

Consensus Review

### II. National Standards or Industry Standards

#### Documentation

STRENGTHS: none

MATTERS OF FACT: National Standards are met through the State Standards.

CONCERNS: none

HMD-2010-HF1BBd-985-YES-Basal-----8/17/2009 @ 8:53:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** This is the second book for the middle school learner, Bien Dit 1B. The book is divided into 5 chapters and also includes a review chapter at the beginning of the book.

Each chapter is divided into Vocabulaire 1, Grammaire 1, Culture 1, Vocabulaire 2, Grammaire 2, Tele-Roman, Lecture/Ecriture, Review for the exam and vocabulary lists. This division delivers the material in a manageable and organized manner. For those students who may be pre-AP, suggestions are made throughout the chapters for extra practice and activities that would benefit them.

The teacher's edition has an extensive lesson plan format for both the 50-minute class and the 90-minute class, as well as detailed scope and sequence. The planning guide allows teachers to have an overview of what material will be presented in any given chapter, while also organizing the available resources. Essential, Recommended and Optional activities are suggested as well. Listening scripts are included in the TE.

Within each chapter of the TE, there are suggested ways to provide differentiated instruction for students. Tips for reaching Spanish-speaking students are also highlighted throughout the lessons in the TE.

For teachers, the One-Stop Planner contains the test generator, an interactive TE with links to print and media resources, calendar & lesson planning software, the video program, the audio program, workbooks and clipart. This obviously streamlines the amount of materials to keep track of in the course of the day.

The student resources for this program design are comprehensive. The student edition (copyright 2008) appears to be updated with pictures and vocabulary relevant to contemporary student life. One note is that the realistic pictures/DVD will soon look outdated in an adoption cycle. There is a good balance between clip art type pictures and actual photos.. Vocabulary presentation is organized and manageable. Sometimes presenting through pictures other times using English equivalents. The vocab at the end of the chapter gives both French and English. Grammar explanations are also organized and would be easily accessed by students for review.

The student workbook and vocabulary/grammar review workbook are both available in print as well as online. Activities are varied and provide supplemental practice.

For classroom use, students can also benefit from the Interactive Tutor, which features a variety of writing, speaking, listening and review activities for students. Teachers also have a management system embedded to track student progress and proficiency.

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

A CD-ROM also is available that provides a wealth of other differentiated practice for students.

The Audio Compact Discs allow for ample practice listening and pronouncing the target language. In addition, there are songs, tongue twisters, reading selections from the textbook and karaoke versions of the rap songs from ‘On Rappe’.

On rappe and Grammavision are on DVD and give further ways in which to present grammar in creative ways for students. These are songs and animated presentations to continue to ‘hook’ students into learning the target language.

The last feature, that stands out, is the ‘Soundbooth’ online recording tool. Students can record work, save it to Holt’s sever and then the teacher can access it for review and evaluation.

With the plethora of resources, a teacher has the opportunity to implement best teaching practices on a daily basis, teach to the multiple intelligences of students and meet state and national standards.

**MATTERS OF FACT:** For middle school students, some of the photos & characters in the teleroman are clearly older students.

**CONCERNS:** none

HMD-2010-HF1BBd-986-YES-Basal-----8/17/2009 @ 8:53:42 AM

**TEXTBOOK SCREENING INSTRUMENT****French Latin**

## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** The assessment component of this program provides ample opportunities for assessment and evaluation in a variety of options. It reflects strategies and formats that are directly related to learning expectations and performance indicators as stated by the State Standards.

Formal and informal assessment is available throughout the entire book. Chapter quizzes are divided into vocabulary, grammar, lecture, ecriture and these are manageable length and question type. Chapter tests are editable, but one can also use the ExamViewPro to create personalized tests using test bank questions. Chapter tests can include evaluation of all four skills should the teacher choose to include all of these sections.

Midterm and Final exams are also comprehensive and give a solid summative assessment of student progress.

This program also provides online resources for students with quizzes and tests which allow for online grading, immediate feedback for students/teachers and a way for teachers to report progress to parents.

**MATTERS OF FACT:** Teachers may want to tailor assessment to the younger student.

**CONCERNS:** none

HMD-2010-HF1BBd-987-YES-Basal-----8/17/2009 @ 8:53:42 AM

**V. Other Comments****Documentation**

**STRENGTHS:** none

**MATTERS OF FACT:** none

**CONCERNS:** none

HMD-2010-HF1BBd-988-YES-Basal-----8/17/2009 @ 8:53:42 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

Consensus Review

### VI. List of Components Reviewed

#### Documentation

none

HMD-2010-HF1BBd-989-YES-Basal-----8/17/2009 @ 8:53:42 AM

### VII. State Textbook Commission Members Comments

#### Documentation

STRENGTHS: none

MATTERS OF FACT: Lesson plans that are designed for middle school teachers & learners are available on the teacher planning CD-ROM.

CONCERNS: none

HMD-2010-HF1BBd-990-YES-Basal-----8/17/2009 @ 8:53:42 AM

TEXTBOOK SCREENING INSTRUMENT

French Latin

Consensus Review

<b>Book Code:</b> HMD-2010-HF1Bd	<b>Reviewer Level:</b> Basal
<b>Category:</b> Foreign Language	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Holt McDougal

**Title:**  
Holt French 1, Bien dit!, Student Edition

**Author:** DeMado

**Edition:** 1st

**Copyright:** 2008

**Recommended:**

☒ YES   ☐ NO

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review****I. Tennessee Framework****Documentation**

**STRENGTHS:** Goal One: Communicate in Language other than English – This program of study allows students to develop and progressively refine the use of the target language through conversation and interpersonal communication throughout the course. Each chapter has activities that focus on using the target language in an authentic way requiring students to engage in the learning process and integrate new learning. In level 1, students learn to express basic likes and dislikes and exchange general information, etc. In level 2, Chapter divisions allow for the acquisition of topic-related vocabulary. In level 3 activities, students use both verbal and written communication to share information, plan events, express opinions, give directions and acquire goods/services. Chapter divisions allow for the acquisition of more advanced topic related vocabulary and in this level in particular, much emphasis is placed on using the target language in a more sophisticated manner.

Goal Two: Gain Knowledge and Understanding of Other Cultures – This entire series provides comprehensive and varied study of Francophone cultures. The level 1 and level 2 books provide students with substantial exposure to the Caribbean, French-speaking Africa, Canada, and France. Students also are introduced to culture through the use of “Geo-Culture” which occurs every two chapters in all three levels of the textbooks. This provides another contextual, in depth look at various geographical locations. Within each chapter, there are two cultural focusing on history, art, literature, politics, etc. This allows students the opportunity to participate in various projects, readings and authentic activities, and learn more about the products and perspectives of another culture in the target language.

Goal Three: Connect with other Disciplines and Acquire information – In this domain, students progress from initial exposure to how French connects to their own language to operating at a more advanced level and ability to recognize these connections by the end of level 3. Each chapter makes clear connections to other disciplines (history, geography, art, music, etc.) and suggestions are repeatedly given for the teacher to highlight these connections to other material.

Goal Four – Develop Insight into the Nature of Language and Culture – This sequence of learning allows students to study through comparison and contrast of both the French and English language, Francophone and American culture, customs, and people. At the higher level, French history, politics and social customs are studied at length. The DVD program contains “Tele-culture” interviews that continue to give insight into another culture, allowing students to hear, see and gain insight into other cultures.

Goal Five: Participate in Multicultural Communities at Home and Around the World – For this standard, there are opportunities through the online materials to access authentic realia. For this standard, there is a wealth of realia and authentic writings in the textbook. In addition, there are opportunities through the online materials to access authentic realia. This standard is also met

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review**

through the geographical study of the various Francophone regions by highlighting the people and practices of these areas. Opportunities exist throughout the textbook for students to present new information about the target culture in the target language, identify key information from authentic media forms and continue to develop an appreciation of the target language through in-depth study.

MATTERS OF FACT: none

CONCERNS: none

HMD-2010-HF1Bd-971-YES-Basal-----9/15/2009 @ 10:46:46 AM

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

STRENGTHS: none

MATTERS OF FACT: The National Standards are addressed in the State Standards.

CONCERNS: none

HMD-2010-HF1Bd-972-YES-Basal-----9/15/2009 @ 10:12:07 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

### III. Program Design

#### Documentation

**STRENGTHS:** Each of the three levels is comprised of 10 chapters with the Geo-culture section at the beginning of every other chapter.

Each chapter begins with Vocabulary 1 (presented as pictures and also including common phrases and idioms for expressing oneself) and Grammar 1 (approximately 2 concepts each) with each of these sections having a wide variety of practice activities following them. These sections are followed by Application 1, a section intended for student synthesis and application of the new vocabulary and grammar. This is followed by an hands-on culture activity, cross-curricular comparisons and community connections.

The chapter then continues with Vocabulary 2, Grammar 2 and Application 2 sections just like the first half of the chapter. This is followed by a written/pictorial version of the information-synthesis DVD/video component “Télé-roman.” Lecture et Écriture, which provides authentic literature/realia readings and strategies followed by reading comprehension questions and a writing activity with writing strategies, immediately follows the Télé-roman section.

The chapter ends with Prépare-toi pour l'examen (student review activities as well as review charts and tables) and vocabulary lists in French and English. A cumulative chapter review is provided at the end of each chapter as well.

For the Level 3 book, following the chapter assessment piece is a section called “Chroniques” featuring a variety of cultural-historical readings dealing with topics in the chapter.

The teachers edition contains a presentation of information for each section, a listing of how and where ACTFL performance standards are addressed. There is also an extensive lesson plan format for both the 50-minute class and the 90-minute class, as well as detailed scope and sequence. The planning guide allows teachers to have an overview of what material will be presented in any given chapter, while also organizing the available resources. Essential, Recommended and Optional activities are suggested as well. Listening scripts are included in the TE.

Within each chapter of the TE, there are suggested ways to provide differentiated instruction for students. Tips for reaching Spanish-speaking students are also highlighted throughout the lessons in the TE. Suggestions are made for activities that would benefit the pre-AP student.

The ancillary materials are the same for each of the levels and include the following (not an all-inclusive list):

Substitute lesson planner

Grammar tutor (additional paper-based practice on all grammatical concepts covered per chapter, beginning with recognizing the concept in English, recognizing it in French and eventually creating an original French sentence using the concept)

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

Independent Study Guide (chapter checklists for students to do for self-study)

Interactive tutor (paper-based; provides goals & objectives as well as a non-technology “interactive” activity for each main division of each chapter)

Media guide (teaching strategies and activities/worksheets for each video segment for each chapter)

Transparencies planning guide (grayscale pictorial index of all transparencies with teaching suggestions for each set of transparencies)

Reading strategies and skills handbook (guided reading skills and strategies practice – not comprehension questions – for reading selections throughout the chapter)

DVD/video - Geo-culture (all levels), Tele-roman (all levels), Tele-vocab/grammaire (level 1 & 2)), Tele-culture (level 3)

The Audio Compact Discs allow for ample practice listening and pronouncing the target language. In addition, there are songs, tongue twisters, reading selections from the textbook and karaoke versions of the rap songs from ‘On Rappe’.

On rappe and Grammavision are on DVD and give further ways in which to present grammar in creative ways for students. These are songs and animated presentations to continue to ‘hook’ students into learning the target language.

The last feature, that stands out, is the ‘Soundbooth’ online recording tool. Students can record work, save it to Holt’s server and then the teacher can access it for review and evaluation. Teachers and students have access to this on an annual basis.

**MATTERS OF FACT:** Middle school has two options - either a separate 1A & 1B with two separate textbooks or the Level 1 textbook and the teacher would divide this into the first 5 and the last 5 chapters.

Chapters are dense.

The ‘exprimons-nous’ sections of the chapter can be lost in the activities and other vocabulary.

The level 3 book could be used as level 4.

**CONCERNS:** none

HMD-2010-HF1Bd-973-YES-Basal-----9/15/2009 @ 10:12:07 AM

# TEXTBOOK SCREENING INSTRUMENT

## French Latin

### Consensus Review

#### IV. Assessment

##### Documentation

**STRENGTHS:** The assessment component of this program provides ample opportunities for assessment and evaluation in a variety of options. It reflects strategies and formats that are directly related to learning expectations and performance indicators as stated by the State Standards.

Formal and informal assessment is available throughout the entire book. Chapter quizzes are divided into vocabulary, grammar, lecture and ecriture. These are manageable length and question type. Chapter tests are editable, but one can also use the ExamViewPro to create personalized tests using test bank questions. Chapter tests can include evaluation of all four skills should the teacher choose to include all of these sections.

Midterm and Final exams are also comprehensive and give a solid summative assessment of student progress.

This program also provides online resources for students with quizzes and tests which allow for online grading, immediate feedback for students/teachers and a way for teachers to report progress to parents.

Overall, there is a variety of student practice available in reading, writing, speaking and listening formats. This offers a balanced approach to self-assessment.

There is extensive differentiated assessment for workbook activities, quizzes and tests for both the slower-paced learners and advanced learner.

**MATTERS OF FACT:** Pre-made assessment instructions are in English for all levels; however teachers may alter the assessment instructions using the ExamView tool.

Final and mid-term exams were lengthy. Of course, teachers may edit these in ExamView.

**CONCERNS:** Reviewers were unable to access the Mindpoint quiz show game for evaluation.

HMD-2010-HF1Bd-974-YES-Basal-----9/15/2009 @ 10:12:07 AM

**TEXTBOOK SCREENING INSTRUMENT****French Latin****Consensus Review****V. Other Comments****Documentation**

STRENGTHS: none

MATTERS OF FACT: The Teacher Planner is on multiple discs due to the amount of information per disc.

CONCERNS: none

HMD-2010-HF1Bd-975-YES-Basal-----9/15/2009 @ 10:12:07 AM

**VI. List of Components Reviewed****Documentation**

Student edition, online edition w/grammar tutor and soundbooth, workbook, vocab and grammar workbook, student edition CD rom, interactive tutor, teacher edition, one-stop planner, differentiated practice & assessment, on rappe & grammavision CD, TE, audio compact discs.

HMD-2010-HF1Bd-976-YES-Basal-----9/15/2009 @ 10:12:07 AM

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

STRENGTHS: none

MATTERS OF FACT: Separate film-based transparencies were not provided; transparencies only on the teacher planning disc.

CONCERNS: none

HMD-2010-HF1Bd-977-YES-Basal-----9/15/2009 @ 10:12:07 AM