

Instructional Materials Committee
CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: Foreign Language Department

Text/Resource Title: Que Chevere

Author: Alejandro Vargas Bonilla

Publisher: EMC Publishing

Copyright Date: 2015

This text is: New

Intended Use: Spanish 1 and 2

School: Woodland High School

Department: Foreign Language

Grade: 9-12

Subject: Spanish 1 and 2

Number of Copies Needed: (115) Spanish 1 books and (75) Spanish 2 books

This text is intended for use beginning (sy): 2015/2016

Approval Dates:

Principal or Dept. Head (name)

Date: June 2015

Instructional Material Committee

Date: June 2015

Board of Directors Approval

Date:

Evaluation:

Reading Level (CCSS Qualitative and Quantitative Measures): Meets High School qualitative and quantitative measures

1. What process did you use to evaluate the appropriateness and effectiveness of this text/resource?

Ensured each evaluator had a reference copy of the CCSS state standards, publisher's criteria. Developed a protocol that included a study of the publisher's criteria and the IMET. Each program overview was presented by the publisher before the team evaluated the materials. Materials must provide thoughtful supports/scaffolds to support all students in accessing the World Language Learning Standards. Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS. After full examination of all criteria each evaluator recorded and evaluated the evidence upon which the rating was based. Collectively and collaboratively evaluators compiled results to determine if the instruction materials are aligned to the CCSS major features and shifts.

2. What other materials did you consider?

Pura Vida, the textbook used at Clark College

3. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

Includes current instructional best practices for Spanish instruction, including Common Core Standards in the instruction
Addresses all of the World Languages Learning Standards for Washington State
User/teacher friendly
Well organized
Integration of technology and cultural connections
Strong school/home connection
Strong rigor and relevance
Well balanced with a variety of perspectives
Explicitly 'supported all students (other materials only referred to supplemental approaches)

4. How does this material fit the student's learning objectives for the subject area?

Meets the World Languages Learning Standards for Washington State
Includes ELA standards with integration with a special focus on speaking and listening as well as close reading
Meets ELA shifts
Regular practice with complex text and academic language
Regular practice speaking and listening in Spanish
Reading, writing, and speaking grounded in Spanish text
Builds language knowledge and skills

5. How does this material ensure continuity with the District's overall program?

We've long had a very dated resource for our Spanish classes forcing teachers to use supplemental materials to provide more current instruction. This has caused variance between classes and levels of language courses. Adoption of Spanish 1 and 2 curriculum will support a more highly aligned program to our foreign language students.

6. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

Primary resource for high school foreign language instruction in our Spanish 1 and 2 courses.

Please check the appropriate box for Bias Content evaluation:

Bias Content	Excellent	Good	Fair	Poor	N/A
Presents more than one view point of controversial issues.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents minorities realistically.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes contributions of minority authors.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents non-stereotypic models.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the sharing of cultural differences.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the positive nature of differences.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes the contributions, inventions, or discoveries of minorities.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes the contributions, inventions, or discoveries of women.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents minorities in a manner that promotes ethnic pride.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates an environment open to discovery and experimentation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>