

New Mexico Public Education Department
Form F: Publisher Alignment Document
Modern, Classical & Native Languages (MCNL)

| | |
|---|---|
| Name: Julie Moore | Title of Individual: Spanish Correlator |
| Publisher: Pearson Education, Inc., publishing as Prentice Hall | Title of Text: Sendas literarias 2 © 2005 |
| ISBN: 0131163566 | Date: 03/11/2008 |

VERIFICATION TO BE COMPLETED BY THE PUBLISHER'S AGENT

In accordance with NMAC 6.75.2.8

...The materials under review shall be scored according to the extent of their alignment with state content and performance standards and presented pedagogy...

The Instructional Material Bureau is requiring all publishers submitting core/basal material (student and teacher edition) for review to provide evidence of alignment with the following criteria.

Instructions: Please enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph. Example: [123-5] would refer the reviewer to page 123, paragraph 5 to find the evidence of the indicator.

ALTERED FORMS WILL AUTOMATICALLY ELIMINATE THE MATERIAL FROM ADOPTION.

| Standard I | | 1 | 2 | 3 |
|---|---|--------|---------|---------|
| By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes | | | | |
| A. | Express their feelings and thoughts on current and historical topics that are of interest to them and to others. Example: <ol style="list-style-type: none"> a. <i>Create a presentation (oral or written) that expresses thoughts and feelings about an event of interest to the student.</i> b. <i>Choose a favorite sport or hobby, make a videotape (with narration in the language studied) about it, and explain why one likes it.</i> c. <i>Dramatize an important event in the life of an historical person and explain why this event was important to the person.</i> c. <i>Make a timeline about an event or historical period, analyze and report its causes, effects, and ramifications for the present day.</i> | 14 – J | 254 – P | 433 – D |

| | | | | |
|----|---|--------|---------|---------|
| B. | <p>Participate in, interpret and compare forms of cultural expression such as: music, art, speech, writing, traditions, and other products of a culture.</p> <p>Example:</p> <ol style="list-style-type: none"> a. <i>By means of a timeline or a video montage, etc., trace the origin and development of a trend in the culture studied.</i> b. <i>Compare and contrast the work of two artists, writers or poets (of one's own language/ culture and the language/culture studied) in dealing with a common theme.</i> c. <i>Participate in a performance of music, theater, or dance of the language/ culture studied; record it; and compare performance elements with those of the student's own language/ culture.</i> d. <i>Interview a native speaker of the language/ culture studied regarding differences in traditions, arts, etc. and report conclusions in the language studied.</i> e. <i>Conduct a survey of pen pals using email or traditional mail regarding differences in the language/culture studied, and report in the language studied. Using the library, museum, the Internet and other research resources, compile an annotated list of sources (articles, books, videotapes, websites, etc. that discuss the differences in one form of cultural expression between the student's home language/culture and the language/culture studied. Report on conclusions based on these resources.</i> f. <i>Write and perform a skit illustrating differences in forms of cultural expression between the student's home language/culture and the language/ culture studied.</i> g. <i>Using resources in the language studied, prepare and conduct a debate about a controversial issue.</i> | 66 – A | 133 – F | 429 – D |
|----|---|--------|---------|---------|

| Standard II By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics. | | 1 | 2 | 3 |
|--|--|----------|----------|----------|
| A. | Comprehend information on topics of concern and interest to them and to others. Example: a. <i>Read an authentic historical document, work of literature, or poem, then retell it in another genre such as a timeline, a dramatization, a song, or a dance.</i> b. <i>After listening to a conversation or short story, write short paragraphs to demonstrate comprehension.</i> c. <i>Follow directions to complete a multi-step task, such as: cooking paella, making an origami construction, etc.</i> | 40 – H | 213 – F | 296 – J |
| B. | Recognize, interpret and compare forms of cultural expression. Example: a. <i>Arrange a display of works of favorite artists/performers of the culture studied and describe their importance in the culture studied.</i> b. <i>Design a poster series or skit portraying “do’s and don’ts” of dating behavior in the culture studied.</i> c. <i>Compare and contrast uses of natural resources, such as food plants - used by the culture studied, with uses made by the student’s home culture.</i> d. <i>Compare and contrast role(s) of women in the culture studied with role(s) of women in the student’s home culture.</i> | 135 – K | 216 – J | 248 – G |

| Standard III Students will understand the relationship between language and culture. | | 1 | 2 | 3 |
|--|--|----------|----------|----------|
| A. | Use appropriate language and gestures in an expanding variety of cultural contexts. Example: a. <i>Write business and personal letters.</i> b. <i>Analyze, evaluate, and use oral language, body language, and gestures appropriately in a variety of situations.</i> c. <i>Give a formal speech.</i> d. <i>Conduct a mock conversation with a stranger demonstrating subjects of conversation that are permissible.</i> e. <i>Describe one’s ideal mate using the appropriate mode, etc. of the language studied. (e.g., in Spanish, one would use subjunctive mode for a non-real condition.)</i> | 25 – K | 63 – G | 230 – B |

| | | | | |
|----|---|---------|---------|------------------------|
| B. | <p>Analyze the interaction between language and culture.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Use and explain various linguistic forms that reflect differing worldviews.</i> <i>Match words with their appropriate historical periods of use.</i> <i>Write a fable or proverb in the style of the culture studied.</i> <i>Compare samples from periodicals from two different decades, and list and analyze differences in vocabulary.</i> <i>Trace the topics treated in jokes and humorous stories in the language studied.</i> <i>Trace the influence of technological development on vocabulary, jokes, and idioms in the language studied.</i> <i>Research the development, teaching, and monitoring of its own language by a culture.</i> | 290 – E | 306 – D | 337 – E1 imperativo |
|----|---|---------|---------|------------------------|

| Standard IV Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives. | | 1 | 2 | 3 |
|---|--|---------|---------|---------|
| A. | <p>Analyze and synthesize knowledge of elements of a cultural system.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Research, write, and illustrate a mural called “What is a culture?” including: events, ceremonies, value/systems - definitions of justice, beliefs and attitudes regarding nature, role of women, money and other technologies, elders, children.</i> <i>Research and debate the future development of linguistic, gesture, and/or other behavioral taboos in the language and culture studied.</i> <i>Research and produce an introduction to a culture that will serve as part of a business plan. This should include “how to deal with the culture” for home-culture readers.</i> <i>Role-play the above business plan and report observations.</i> <i>Implement the above business plan in reality and report observations.</i> <i>Make a videotape about how to handle a problem situation in communication in the culture studied.</i> <i>Research, design, and implement a conflict mediation-training program for younger students or peer students that employ knowledge about handling situations in the culture studied. This would include a plan to train students and to evaluate the results of the program.</i> <i>Create and present a drama showing stereotypes of the language/culture studied.</i> | 248 – G | 250 – J | 274 – L |

| | | | | |
|----|---|---------|---------|---------|
| B. | <p>Compare and contrast the cultural variations within a linguistic group.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Compare and contrast two groups that speak the same language in the areas of: leisure time use, literatures, slang and dialects, current events, work ethic, relation of government to individual, education of children, religions, dialects, etc.</i> <i>Produce a short story, play, newspaper article, cartoon, radio program, or videotape about stereotypes of a culture or linguistic group compared with the reality of the group.</i> <i>Compare samples of newspaper articles on the same topic from two different countries that share the same language.</i> | 250 – J | 290 – E | 310 – I |
|----|---|---------|---------|---------|

| Standard V Students will understand how languages work. | | 1 | 2 | 3 |
|--|--|---------|---------|----------------------------|
| A. | <p>Recognize that languages change over time and in context.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Compare and contrast words and attitudes/ values from different time periods in the language studied, using documents from different historical periods.</i> <i>Compile a dictionary of current vocabulary in the language studied and compare it with a published, older dictionary.</i> <i>In the language studied, design and write a science fiction or fantasy cartoon story in which the language has changed.</i> <i>Use interviews, historical dictionaries, and other research tools to trace the origins of words or expressions, and track possible changes in their usage (e.g., due to the influence of conquests, technological changes, etc).</i> <i>Research and trace the development of a dialect of the language studied, and portray this development by designing a thematic map.</i> <i>Trace variants of a folk tale of the language studied through more than one region or country that share the language, and map the locations of the original story and its variants.</i> | 292 – G | 298 – C | 337 – El imperativ o |

| | | | | |
|----|--|--------------------|--|---|
| B. | <p>Demonstrate use of a variety of levels and styles in both written and spoken language.</p> <p>Example:</p> <ol style="list-style-type: none"> a. <i>Write two letters: one informal, one formal.</i> b. <i>Speak appropriately in informal and formal settings (e.g., to register a complaint).</i> c. <i>Prepare and present a dramatic or documentary program using the appropriate tense, vocabulary, word choice, style, form of address, etc.</i> d. <i>Compare and contrast ways of giving orders and making requests.</i> | 67 – B | 182 – H | 430 – H |
| C. | <p>Use and explain the functions of critical elements of language systems used.</p> <p>Example:</p> <ol style="list-style-type: none"> a. <i>phonemes,</i> b. <i>tense markers</i> c. <i>mood markers</i> d. <i>voice</i> e. <i>person</i> f. <i>syntax-word order and placement</i> g. <i>patterns</i> h. <i>number</i> i. <i>gender</i> j. <i>diacritical marks</i> k. <i>punctuation</i> l. <i>mechanics</i> m. <i>word functions</i> n. <i>intonation</i> o. <i>cadence</i> p. <i>pronunciation</i> | 39 – El participio | 142 – El adverbio y la funcion adverbial | 165-166 – Los adjetivos comparativos y superlativos |

| Standard VI Students will use the languages studied to reinforce and expand knowledge of other disciplines. | | 1 | 2 | 3 |
|---|---|---------|---------|---------|
| A. | <p>Access, analyze, and use information from the language studied in other content areas.</p> <p>Example:</p> <ol style="list-style-type: none"> a. Compare and contrast radio, television, and newspaper accounts of the same current event(s) delivered in the language studied with those delivered in the student's first language. b. Interview an expert in another field of study who speaks the language studied, and compare his/her information with other (library, Internet, English-speaking experts) resources. c. Recognize and describe differences and similarities in ways of life, language, and historical experiences of people in the culture studied in comparison with the student's own culture. d. Compare styles and patterns of art composition, use of materials and elements in cultures studied compared with the student's own culture. Compare patterns of observation and problem-solving in pure or applied science, math, etc. (e.g., anatomy, architecture, astronomy, medicine, etc.) of the culture studied with the student's own culture. | 167 – K | 250 – L | 254 – P |
| B. | <p>Apply experiences and new knowledge from other content areas to what is being learned in the language studied.</p> <p>Example:</p> <ol style="list-style-type: none"> a. Keep a journal that documents study of an ecosystem (science), applying the study to a region of the target language. Include local terms for plants, weather, etc. b. Analyze the food from region(s) of the target language for nutritional value. c. List and define vocabulary related to careers in another subject. d. Trace the historical background of a current event and its relationship to terms in the language and culture studied. e. Relate terms from art and architecture of a culture/country studied to the language studied. f. Research and apply knowledge about other subject areas when planning to debate or advocate on community, regional, and world issues. g. Compare a computer programming language with the structure of the language studied. h. Compare visually symbolic languages (such as music transcription) with the language studied. i. Create a web page in the language studied. | 64 – I | 216 – J | 310 – I |

| Standard VII Students will use the language studied for personal enjoyment, personal enrichment, and employability. | | 1 | 2 | 3 |
|---|---|---------|---------|---------|
| A. | <p>Apply languages and knowledge of cultures in work, educational, and social settings.</p> <p>Example:</p> <ol style="list-style-type: none"> a. Collect and report information on language study programs abroad for a student exchange situation. b. Research and report on the possible influence of language study on other areas of student success. c. Plan a visit to a pen pal in the language studied. d. Find/make a conversational group for the language studied. e. Participate in a sister city/ student exchange program using the language studied. f. Host an exchange student from the language/ culture studied. | 84 – J | 163 – E | 180 – E |
| B. | <p>Use languages and knowledge of cultures to gain access to the multi-cultural and multi-lingual dimensions of our society.</p> <p>Example:</p> <ol style="list-style-type: none"> a. Role-play living with a roommate from the language/culture studied. b. Find similarities among cultures/languages studied and the student’s own culture/ language. c. Participate in multicultural celebrations. d. Develop a mentoring/ tutoring group with the school or community using the language studied. e. Work in a service learning project in the community with a group that speaks the language studied. f. Investigate needs and develop information (brochure, webpage, etc.) about community resources in the language studied. g. Conduct a debate showing understanding of the values of the culture studied. | 106 – R | 298– A | 340 – E |

| | | | | |
|----|--|--------|---------|---------|
| C. | <p>Use languages and knowledge of cultures to prepare for a successful transition into post-secondary study and/or careers.</p> <p>Example:</p> <ol style="list-style-type: none"> Develop a dictionary /glossary of the language studied related to a career field. Identify want ads requiring use of the language studied. Research and report on benefits of language study for career choice and write a resume showing these benefits. Research and report on benefits of language study for problem-solving and conflict mediation skills. Conduct a mock interview for a job or a post-secondary school placement. Videotape the interview and critique the student's performance. Find and interview an employer who is likely to require use of the language studied. | 67 – C | 376 – M | 430 – H |
|----|--|--------|---------|---------|

Additional Criteria to be used during the selection process:

| Concerns | | 1 | 2 | 3 |
|-----------------|---|----------------------------|--|--|
| A | <p>Research Based (Current/proven most effective methods)</p> <p>Example: <i>Textbook clearly identifies the philosophy and research upon which it is based.</i></p> | TE v-vi – Authenticity | TE vi – Social Interaction | TE vi-vii – Skill Integration |
| B. | <p>Clear/Sequential approach to second language acquisition</p> <p>Example: <i>Textbook clearly identifies its approach to second language acquisition and this approach is evidenced throughout the text.</i></p> | iii-iv – Como aprendemos | vi-ix – Prefacio | TE vii-x – How is Sendas literarias organized? |
| C. | <p>List of supplementary resources (Readers, websites, music, speakers, newspapers, magazines, etc.)</p> | TE x – Use of the Internet | TE 13 – Pagina de Pablo Neruda en la Red | TE 40 – Actividades adicionales |