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1976
Criteria for Review and Selection of
FOREIGN LANGUAGE TEXTBOOKS*

(Levels I and II: French, German, Russian, Spanish, Latin)

NOTE: In accordance with usage in Tri-County Goals and the Elementary-Secondary Guide for Oregon Schools, foreign language is referred to as "the second language" in the body of the criteria.

MODERN FOREIGN LANGUAGES (French, German, Russian, Spanish)

● SECTION I - Student Text--Content

Understanding and speaking are the major emphases at the beginning levels and remain major concerns throughout the language program, reinforced by the teaching of reading and writing. Availability of supporting material to accompany the text will be a considered factor.

1. Explanations show relationships between the sound system and the writing system.
2. Exercises correlate the writing system with the sound system.
3. Explanations of grammatical structure are clear, complete, and concise.
4. Exercises are designed for the learning of grammatical structure with a systematic reintroduction of particular components.
5. Text promotes the learning of vocabulary in context with a systematic reintroduction of vocabulary items.
6. Text stresses practical oral and written communication.
7. Text introduces the student to literary material.
8. Materials reflect those cultural aspects of the second language countries (including use of SI [International System of Units] metric measurement) that are appropriate to the learner's level of interest.

● SECTION II - Student Text--Format

1. Preferably, the textbook series presents material for at least a two-year sequence.
2. It is desirable that the basic vocabulary and basic grammatical structure be covered in the first three-fourths of the first level book, allowing the last portion to be used for review and enrichment purposes.

*In these criteria, wherever the word "textbook" or "text" is used, it may be construed to mean "textbooks and/or instructional materials."

SECTION II - Student Text--Format (continued)

- 3. Table of contents itemizes chapter content.
- 4. Summary of grammatical structure is included.
- 5. Preferably, the glossary or dictionary in the text contains both English-to-Second-Language and Second-Language-to-English listings.
- 6. A summary of pertinent writing conventions such as punctuation and capitalization rules is desirable.
- 7. Detailed maps (legend in the second language) of the country or countries in which the second language is spoken are desirable.
- 8. Songs (words and music) typical of the second language culture are desirable.

● SECTION III - Teacher Material

It is desirable that the teacher's materials include:

- 1. Instructional techniques to help clarify and compare cultural differences in the following areas:
 - a. sex roles
 - b. ethnic groups
 - c. career practices
 - d. nonverbal communication
- 2. Goals and objectives for each unit.
- 3. Preparatory explanation and ground rules for the class.
- 4. Techniques for presentation of the material to the class.
- 5. Techniques for reintroducing the basic material.
- 6. Techniques for drilling sound patterns, structure, and vocabulary.
- 7. Techniques for checking outside assignments in class.
- 8. Techniques and suggested plan for the frequent reintroduction of previously learned material.
- 9. Techniques for review and testing.
- 10. Instructions for special teaching procedures whenever the nature of the material demands it.
- 11. Answer key for exercises included in the teacher's edition or manual.

EXPLANATORY NOTE RE: Foreign Language Criteria

The criteria specifies SI measurement in response to recent national legislation which defines the metric system as SI. For the purpose of this adoption, either SI or the older metric form is acceptable since this is an early stage of the transition.

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LATIN--Basic Texts, First and Second Year

● SECTION I - Student Text

The aims of Latin instruction are to help students develop basic Latin language skills and an appreciation of Latin's role in various cultures and civilizations from classical times to the present. Availability of supporting material to accompany the text will be a considered factor.

1. The texts include enough structured oral drill, reading, writing, and grammatical material to constitute a full year's course and to provide for differentiated assignments.
2. The content of each book is of sufficient maturity to appeal to the high school student. Attractive format and illustrations are considered essential.
3. Explanations of grammatical structure are clear, complete, and concise.
4. Exercises are designed for the learning of grammatical structure with a systematic reintroduction of particular components.
5. The text promotes the learning of vocabulary in context with a systematic reintroduction of vocabulary items.
6. Contributions of Latin to English by means of roots, prefixes, cognates, words, and phrases are evident.

● SECTION II - Teacher Material

It is desirable that the teacher's materials include:

1. Instructional techniques to help clarify and compare cultural differences in the following areas:
 - a. sex roles
 - b. ethnic groups
 - c. career practices
 - d. nonverbal communication
2. Preparatory explanation and ground rules for the class.
3. Techniques for presentation of the material to the class.
4. Techniques for reintroducing the basic material.
5. Techniques for drilling sound patterns, structure, and vocabulary.
6. Techniques for checking outside assignments in class.
7. Techniques and suggested plans for the frequent reintroduction of previously learned material.

SECTION II - Teacher Material (continued)

- 8. Techniques for review and testing.
- 9. Instructions for special teaching procedures whenever the nature of the material demands it.
- 10. Answer key for exercises included in the teacher's edition or manual.
- 11. Goals and objectives for each unit.

