

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title D'accord, Levels 1, 2 and 3 Price \$94.80

Material (check one): ☒ Major text series ☐ Supplementary material

Instructional Course for which material will be used: French 1 - 4

Author: Vista Publisher: Vista Higher Learning

Place of Publication: Boston, MA

Year of Publication: 2011 Edition: 1st

Current Text: Bon Voyage Year of Adoption: 2004

Please score each item 1 – 3 points. 1 = Poor 2 = Fair 3 = Excellent
If an item is not applicable, please mark N/A.

Please provide evidence and/or comments for each indicator.

Section A

Understanding: Content / Standards	Evidence / Comments	Points (1-3)
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	Overall layout of book	3
The content addresses district, state and national standards.	Standards notated at beginning of each setion in the TAE	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	Some complex ideas presented early (before other simple concepts)	2
Subtotal		<u>8</u>

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	Examples from multiple Francophone regions - very broad!	3
The materials require learners to be thoughtful, reflective and use high level skills.	Each chapter includes a "Synthèse" section and multiple additional opportunities for reflection	3
The materials include valid and varied assessments-both traditional and performance based.	Each chapter includes both traditional assessments and writing/speaking/listening assessments.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Currently lacking multiple choice final assessments, but they are in progress. Otherwise, multiple sources of assessments.	2
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	Online resources are outstanding! (require interaction of students)	3

Subtotal 14

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Each new concept presented gives options: "Suggestions", "Expansions" in the margins of the TAE.	3
The materials include inter-disciplinary connections and allow for application of skills to promote lifelong learning.	Presented in the "Culture" and "Savoir-Faire" sections.	2
The materials reflect a "developmentally appropriate" approach to student learning.	Layout and progression of each chapter	3
Outside experiences, including family involvement, are part of the learning experience.	Each "Contexts" section of each chapter relates the curriculum to "real-life", including immersing the students in applicable family and classroom hands-on activities.	3

Subtotal 11

Total Points for Section A 33

Section B

Pre-Reading: Background Knowledge	Evidence / Comments	Points (1-3)
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	Comprehensive. Complete with personal questions for discussion.	3
The materials build on the students' prior knowledge within the chapter subsections.	Roman- photo videos are a continuing series, each "Synthèse" section has a "Révision" set of activities that review prior grammar.	3

Subtotal 6

Pre-Reading: Purpose Setting	Evidence / Comments	Points (1-3)
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	Comprehensive - side bar of first page of each chapter	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Headings for each section are clear and highlighted in different colors.	3

Subtotal 6

Total Points for Section B 12

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Clear, color-coded	3
The main idea of each paragraph is clearly stated and easy to locate.	Overall, the text is a little "busy" and crowded, and sometimes it can be hard to focus on specific paragraphs unless directed.	2

Subtotal 5

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Each major idea is supplemented with bullet points, subheadings, graphs, charts, etc, followed by practice.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	Many charts, graphs, pictures, etc. used to supplement the concepts.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Many up-to-date interesting details included that will definitely grab the interest of students.	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	As referred to before, some more difficult grammar concepts are presented a bit too soon, though structure and breakdown of chapters into sub-chapters is good.	2
Signal words are provided to indicate how ideas in the section are related to one another.		3
The presentation of main ideas and details is consistent in each chapter.	Consistency is a strength.	3

Subtotal 8

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	Important words and concepts are highlighted as are charts and graphs	3
Important words/concepts are clearly defined or explained within the reading.		
Concrete examples or analogies are included to clarify abstract ideas.	Especially evident in the "Culture" and Savoir Faire" sections.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Many analogies, pictures, and examples provided.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	At times, a bit too much is highlighted. Can be overwhelming to process what is essential.	2

Subtotal 11

Active Reading: Author's Writing/Student Engagement	Evidence / Comments	Points (1-3)
The author's style engages students—sentence structure is varied and not overly complex, verbs are mostly in the active voice.	Direct, simple writing style	3
The author uses imagery and concrete examples to help students visualize information.	Concrete examples provided for each new concept in the form of pictures, video (Roman-photo), and audio	3

Subtotal 6

Total Points for Section C 39

Section D

Post Reading: Metacognition	Evidence / Comments	Points (1-3)
The author provides quality questions within and at the end of each chapter. They correlate to the chapter objectives, help students check their understanding as they read, encourage higher order thinking, and promote class or small group discussions.	The "Savoir Faire" section questions and open-ended writing assessments are excellent for checking understanding and small-group discussion. Additionally, there are options for "Sir Internet" for even more questions about each topic.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	In bold/color	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	Summary of each chapter is at beginning and includes goals, standards and supporting information.	3

Total Points for Section D 9

Section E

Teacher's Guide and other Resources	Evidence / Comments	Points (1-3)
The teacher's guide includes activities for helping students to organize information, to lead their own discussions, and to work in cooperative groups.	Planning/Pacing Guides included. Fantastic! Very comprehensive. More activities provided than one teacher could ever use - allows teacher to change, modify, adapt.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Introduction of TAE lays out original structure of textbook. Online resources are well organized by chapter and easy to use.	3

Total Points for Section E 6

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Workbook, activity book (audio and video) are both in hard copy and online and are comprehensive. Videos are amazing and come with questions.	3
Ancillary materials meet the varying individual needs of students.	Students are able to practice at their own pace and repeat activities as necessary.	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	Students have individual access to internet audio and video resources, including voice recording technology.	3

*Workbooks, blackline masters, skill sheets, CDs, videos, DVDs, multi-level libraries, and primary resource documents.

Total Points for Section F 9

Total Points Section A = 33

Total Points Section B = 12

Total Points Section C = 39

Total Points Section D = 9

Total Points Section E = 6

Total Points Section F = 9

Total Points for Text 108

Final Recommendation and explanation:

We recommend that we purchase all four levels of this textbook program, including teacher internet access to all videos, internet, and audio resources. This series is rigorous and completely aligned with the new AP exam which readies all students for this ultimate goal.

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