

SHORELINE PUBLIC SCHOOLS  
Shoreline, WA 98155

CRITERIA FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

**FOREIGN LANGUAGE**

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. Any process which leads to the selection of instructional materials should give assurance that:

1. Instructional materials are consistent with district statement of philosophy and educational goals.
    - materials reflect current trends in second language learning theory; based on valid research
  2. Instructional materials enrich and support the curriculum, taking into consideration the various instructional needs, abilities, interest and maturity levels of the students served. These materials should include:
    - sequential presentation of the four language skills - listening, speaking, reading and writing - with each new content item at the beginning level
    - high frequency vocabulary selected on the basis of modern scientific research on the spoken language, or in the case of the classical languages, on the written content of the program
    - diversity of approach through many stimuli, visual-audio-lingual, to assure multiple access to language proficiency while maintaining high student and teacher interest
- A. Teacher materials include:
1. Manuals on methodology suggesting procedures and techniques appropriate to the teaching program, including sample lesson plans.
  2. Relevant aids such as cue cards, etc.
- B. Classroom and laboratory materials include:
1. High-quality tape recordings of basic course content for listening and speaking practice, using a variety of native speakers with standard accent.
  2. Adequate number of high-quality visual aids providing the situational context for the structural content of the program.
  3. Adequate to high quality materials for frequent and convenient evaluation of the four separate language skills.
- C. Student materials for use at school and at home include:

1. Written and recorded exercises for guided independent practice of skills and content not relying on translation.
2. Attractive pictorial material relevant to class work.
3. Instructional materials present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.
  - continual presentation of the language in authentic cultural context is appropriate to the maturity and interest of the student
4. Instructional materials help students understand the ethnic, cultural, and occupational diversity of society.
  - a linguistic approach to the formation of authentic language habit patterns
5. Concepts presented in the instructional materials are consistent with the district's ShEL's. These include:
  - emphasis on developing the listening and speaking skills as primary objectives of modern foreign language learning
  - emphasis on structural control rather than on development of large vocabulary in the early levels of language learning, with subsequent vocabulary expansion at the more advanced levels
6. Content of instructional material is of high quality, provides a sound instructional approach, and is priced at a level that is commensurate with the use that will be made of it.
  - effective transition exists between the four language skills, particularly between those of the spoken and the written forms of the language
  - continual recycling of content is evident reinforcing previously acquired skills, while interweaving additional skills and content