

Alignment to the 2021 Nevada World Language Instructional Material Checklist

Complete this guide to ensure alignment to NVACs – WL and access and equity. Criterion points provided for each category.

CATEGORY I: Designed for NVACS – World Language		
	EVIDENCE	REASONING
<p>1. Material supports all students in building understanding of AND using proficiency level appropriate interpersonal communication as described in the NVACS for World Language that aids students to interact and negotiate meaning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are presented with the opportunity to negotiate meaning in spoken or signed conversations. <input type="checkbox"/> Learners are presented with the opportunity to negotiate meaning in written conversations. <input type="checkbox"/> Learners are presented with the opportunity to create original communication. 	<ol style="list-style-type: none"> 1. p. 53, Act. 13, Paso 2; 2. p. 101, Act. 15, Pasos 1 & 2 (Audio in Explorer/Así se dice 2); 3. p. 171, Act. 27, Paso 2 (Explorer/Unidad 3/Comunica/Observa 3/Act. 27, Paso 1); 4. p. 218, Act. 21, Paso 2; 5. p. 299, Act. 45, Paso 4; 6. p. 325, Act. 22, Paso 1 & Paso 2. 	<ol style="list-style-type: none"> 1. Models and Expresiones útiles help students create communication that challenge them where they are at; 2. Models and Expresiones útiles help students create communication that challenge them where they are at; 3. Students listen to audio/video and use what they learn to write an email to share what they have in common with the videoblogger; 4. Students read about new menu options and then discussion which ones they prefer with a partner and come up with recommendations for the cafeteria; 5. Students prepare a dominos event and then use the target language to teach others to play; 6. Students work together to investigate changes in their community and they collaboratively create a presentation for the class.
<p>2. Material supports all students in building understanding of AND using proficiency level appropriate interpretive communication as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are presented opportunities to understand, interpret, analyze what is heard. <input type="checkbox"/> Learners are presented with the opportunities to understand, interpret, analyze what is read. <input type="checkbox"/> Learners are presented with the opportunities to understand, interpret, and analyze what is viewed. <input type="checkbox"/> Learners are presented with the opportunities to understand, interpret, analyze authentic resources. 	<ol style="list-style-type: none"> 1. p. 70, Act. 26, Pasos 1-5; 2. p. 105, Act. 18, Paso 1 & 2; 3. p. 142-143, Act. 2, Pasos 1-3 (Explorer/Unidad 3/Comunica/Video blog: Soy Marina); 4. p. 205, Act. 4, Paso 1 & 2 (Explorer/Unidad 4/Comunica/Así se dice 1/Act. 4 Paso 1 y 2); 5. p. 268, Act. 18; 6. Explorer/Así se dice 2/Extensión Act. 11. 	<ol style="list-style-type: none"> 1. Students read an authentic advertisement and look for details, key words, and make inferences; 2. Students read a text message exchange and identify new information and comparisons between the new chat participants; 3. Students watch a videoblog and make predictions and listen for key words and details; 4. Students listen to orders at the market to decide if they're buying fruit or vegetables and also figure out how much each order costs; 5. Students read three event flyers and decide which event they want to invite a friend to; 6. Students watch a travel guide and identify 10 places and what type of tourism occurs in each place.

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<p>3. Material supports all students in building understanding of AND using proficiency level appropriate presentational communication as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are provided with the opportunity to present information, concepts, and ideas to inform, explain, persuade, and narrate in spoken or signed language. <input type="checkbox"/> Learners are provided with the opportunity to present information, concepts and ideas to inform, explain, persuade, and narrate in written language. <input type="checkbox"/> Learners are provided with the opportunity to present on a variety of topics to a variety of audiences. <input type="checkbox"/> Learners are provided with the opportunity to adapt and use appropriate media. 	<ol style="list-style-type: none"> 1. p. 67, Act. 23; 2. p. 92, Act. 6; 3. p. 183, Act. 33, Paso 4; 4. p. 232, Act 33; 5. p. 281, Act. 33; 6. p. 352, Vive entre culturas, Presentational Assessment (Explorer/Unidad 6/Vive entre culturas). 	<ol style="list-style-type: none"> 1. Students create a Pecha Kucha presentation and record it (video or audio) in the Learning Site to submit online; 2. Students create a shopping list of school supplies for a new student; 3. Students write a poem based of an example of Manuela mi abuela; 4. Students write an email to tell a friend about a new Mexican food they ate; 5. Students write an email entry about what they did and what they thought about it; 6. Students record a proposal (video or audio) in the Learning Site to invite an exchange group to their school.
<p>4. Material supports all students in building understanding of AND relating cultural practices to perspectives as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to investigate the relationship between the practices and perspectives of the cultures studied. <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to explain the relationship between the practices and perspectives of the culture studied. <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to reflect on the relationship between the practices and perspectives of the cultures studied. <input type="checkbox"/> Learners are presented with authentic products and perspectives of the culture studied. 	<ol style="list-style-type: none"> 1. p. 70, Act. 27; 2. p. 93, Enfoque cultural; 3. p. 184, Act. 34, Paso 3; 4. p. 240, Act. 38, Paso 4 (Explorer/Unidad 4/Explora/Act. 38, Paso 4); 5. p. 254, Act. 2, Paso 3 (Explorer/Unidad 5/Comunica/Video blog: Soy Paola/Act. 2, Paso 3); 6. p. 349, Reflexión cultural. 	<ol style="list-style-type: none"> 1. Students read between the lines of an advertisement to learn about cultural perspectives and compare with their own; 2. Students learn about regional vocabulary and identify stereotypes or preconceived ideas about those who use that language; 3. Students study art to understand the role of family gatherings and dance; 4. Students watch a video to identify practices that have influenced the local community where Latinos have immigrated to; 5. Students watch a video about activities a Latina teen does and compare similarities and differences to themselves; 6. Students look at graphs and maps about transportation and trade routes and reflect on the impact on people's lives.

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<p>5. Material supports all students in building understanding of AND relating cultural products to perspectives as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are presented with authentic products and perspectives of the culture studied. <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to investigate the relationship between the products and perspectives of the cultures studied. <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to explain the relationship between the products and perspectives of the culture studied. <input type="checkbox"/> Learners are asked to use proficiency level appropriate language to reflect on the relationship between the products and perspectives of the cultures studied. 	<ol style="list-style-type: none"> 1. p. 77, Act. 35, Reflexión intercultural; 2. p. 126, Act. 33, Paso 1-4; 3. p. 140, Act. 1; 4. p. 226, Act. 31, Paso 1; 5. p. 290, Act. 39, Pasos 3 & 4 (Explorer/ Unidad 5/Explora/Act. 39, Paso 3); 6. p. 344, Act. 37, Pasos 2-4 (Explorer/ Unidad 6/Explora/Act. 37, Pasos 1-2). 	<ol style="list-style-type: none"> 1. Students investigate the differences in how the continents are represented in maps in Spanish and English and how that might affect their perspective; 2. Students learn about school uniforms and students' attitudes about them; 3. Students identify images of products that represent the country and state of focus for the unit and explain their reasons; 4. Students read an authentic resource and make inferences about the cultural products; 5. Students watch a video and compare the types of entries in a parade in a Spanish-speaking country with parades in their community; 6. Students watch a video about an escalator connecting communities for more social inclusion and a better quality of life.
<p>6. Material supports all students in making connections to other disciplines using proficiency level appropriate language as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are asked to build, reinforce, and expand their knowledge of other disciplines while using appropriate proficiency level language. <input type="checkbox"/> Learners are presented with the opportunity to use proficiency level appropriate language to develop critical thinking. <input type="checkbox"/> Learners are presented with the opportunity to use proficiency level appropriate language to solve problems creatively. 	<ol style="list-style-type: none"> 1. p. 74, Act. 29-30; 2. p. 90, ¿Qué necesitamos para la clase?; 3. p. 138-139, Comparaciones; 4. p. 205, Enfoque cultural; 5. pp. 295-296, Act. 43, Paso 1-2 (Explorer/ Unidad 5/Explora/Act. 43, Paso 2); 6. pp. 310 & 313, Entornos para todos los gustos and Reflexión intercultural. 	<ol style="list-style-type: none"> 1. Students expand their knowledge of music by investigating different genres of music and instruments; 2. Students use math to understand the prices of items using the currency from other countries; 3. Students discuss events in a historical timeline of a Spanish-speaking country and the U.S. and compare major events; 4. Students use math to convert kilos to pounds to understand the pricing of items in a market; 5. Students learn about sports and reasons people practice them; 6. Students study geographical regions and relate that to how the culture of a region is impacted by its geography.

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<p>7. Material supports all students in using proficiency-level appropriate target language to compare the target language to their own as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are presented with the opportunity to use the target language to investigate the nature of language through comparisons of the language studied and their own. <input type="checkbox"/> Learners are presented with the opportunity to use the target language to explain the nature of language through comparisons of the language studied and their own. <input type="checkbox"/> Learners are presented with the opportunity to reflect on the nature of the language through comparisons of the language studied and their own. 	<ol style="list-style-type: none"> 1. p. 57, Detalle gramatical & Act. 17; 2. p. 99, Estrategias; 3. p. 174, Síntesis de gramática; 4. p. 224, Detalle gramatical; 5. p. 255, Enfoque cultural; 6. p. 314, ¿Qué observas? & video in Explorer (Explorer/Unidad 6/Comunica/ Observa 1). 	<ol style="list-style-type: none"> 1. Student reflect on the difference between two question words which would both be translated the same in English and then use them to create interview questions; 2. Students investigate the use of cognates to recognize words as they read; 3. Students compare the placement of adjectives in English and Spanish when describing people; 4. Students learn that demonstratives are pointing words like “this” or “that” in English and reflect on how in Spanish they must also agree, something that doesn’t occur in English; 5. Students learn about regional variety in Spanish and make comparisons reflecting on regional expressions and accents in English; 6. Students watch a video that compares verbs used in English to describe weather with those in used in Spanish.
<p>8. Material supports all students in using proficiency-level appropriate target language to compare the target culture to their own as described in the NVACS for World Language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners are presented with the opportunity to use the target language to investigate the concept of culture through comparisons of the culture studied and their own. <input type="checkbox"/> Learners are presented with the opportunity to use the target language to explain the concept of culture through comparisons of the culture studied and their own. <input type="checkbox"/> Learners are presented with the opportunity to reflect on the concept of culture through comparisons of the culture studied and their own. 	<ol style="list-style-type: none"> 1. p. 69, Act. 25, Paso 2; 2. p. 128, Act. 33, Reflexión intercultural; 3. p. 156, Enfoque cultural; 4. p. 220, Enfoque cultural; 5. p. 277, Enfoque cultural & Reflexión cultural; 6. p. 352, Vive entre culturas, Interpretive and Presentational Assessment (Explorer/Unidad 6/Vive entre culturas). 	<ol style="list-style-type: none"> 1. Students investigate bilingualism in another country and in the U.S. and compare similarities and differences; 2. Students reflect on how the use of school uniforms reflect cultural values in another country and in the U.S.; 3. Students compare the idea of independence and leaving the nest as a young adult in another country and in the U.S.; 4. Students compare meal times in another country and in the U.S.; 5. Students investigate texting abbreviations in Spanish and reflect on how these can be used to communicate with Spanish speakers; 6. Students watch a video about activities to do in a city in another country and the create their own video about what activities visitors can do in their community.

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<p>9. Material supports all students in providing examples of opportunities to interact within school and global communities using proficiency level appropriate target language as described in the NVACS for World Language.</p> <ul style="list-style-type: none"><input type="checkbox"/> Learners are provided with examples of opportunities to use the target language both within and beyond the classroom to interact in their community and the globalized world.<input type="checkbox"/> Learners are provided with examples of opportunities to use the target language to collaborate in their community and the globalized world.	<ol style="list-style-type: none">1. pp. 78-79, En mi comunidad;2. pp. 132-133, En mi comunidad;3. pp. 192-193, En mi comunidad;4. pp. 244-245, En mi comunidad;5. pp. 298-299, En mi comunidad;6. pp. 350-351, En mi comunidad.	<ol style="list-style-type: none">1. Students investigate the languages used in their community and reflect on the impact that has in them and their community;2. Students look at schools' vision, mission, motto, and/or philosophy to reflect on how a school's identity and values are reflected in their community;3. Students investigate family stories and reflect on common elements in family history across cultures;4. Students learn about food festivals and explain how the different food festivals reflect that community's culture;5. Students plan a community event and investigate how these opportunities unite generations;6. Students investigate positive and negative aspects of their own and other communities and report on both and make recommendations for improvements.
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CATEGORY 2: Access and Equity		
	EVIDENCE	REASONING
1. Proficiency level appropriate teacher supports are provided to guide teachers in making student learning relevant, ways for students to share their experiences, connections to previous experiences, draw and connect to language and culture, etc.	<ol style="list-style-type: none"> 1. Red teacher notes throughout Teacher Edition; 2. pp. 450-465, Appendix F: Instructional Strategies; 3. pp. xvi-xxix, Approaches to Teaching; 4. Explorer/Instructional Strategies Toolkit; 5. Explorer/Recursos/Sólo para profesores. 	<ol style="list-style-type: none"> 1. These notes provide information to teachers about resources available online, things to point out/remind students of, answers, teaching suggestions, and more; 2. This appendix provides teachers with teaching suggestions, ideas for staying in the target language, games, and other helpful hints; 3. This front matter provides teachers with research and explanations of the underlying pedagogical principles of EntreCulturas; 4. This online database provides teachers with 199 strategies that can be used to engage students. The database is searchable by mode of communication, skill, proficiency-level, and many other tags; 5. This folder provides added information and resources for teachers such as song resources, assessment guidelines, proficiency resources, audio scripts, answer keys, and more.
2. Instructional materials are made accessible to all students by providing supports AND scaffolds consistently throughout (Supports include: differentiated reading material, language needs, etc., Scaffolds include: prompts, sentence frames, graphic organizers, anchor charts, etc.).	<ol style="list-style-type: none"> 1. p. 43, Act. 5, Paso 1 & 2; 2. p. 105, Act. 18, Paso 3; 3. p. 147, Act. 5, Paso 4; 4. p. 247, Vive entre culturas, Presentational Assessment, (Explorer/ Unidad 4/Vive entre culturas); 5. p. 280, Detalle gramatical: El pretérito; 6. p. 327, Además se dice: Prendas y accesorios. 	<ol style="list-style-type: none"> 1. Students have a graphic organizer to record answers for the interpretive task in Paso 1 and a model to follow for the interpretive task in Paso 2; 2. Students are provided with sentence frames to compare their school with that of a Latino student; 3. Students have an email template with the greeting, introductory sentence, and closure provided for them; 4. Students are provided a checklist for their presentational writing task to help them focus on what information is important to include; 5. Students have access to a just-in-time grammar review of the concept recently studied to access and refer to as needed during communicative practice; 6. Students are provided with additional supplementary vocabulary that they can use to enhance their communication as they see fit.

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<p>3. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.</p>	<ol style="list-style-type: none"> 1. Explorer/Discussion Forum; 2. Explorer/Tasks; 3. Explorer/Classroom Forum. 	<ol style="list-style-type: none"> 1. Students are able to participate in an online discussion forum to share what they have learned about various cultural concepts. They can share their ideas via written, oral, or video comments so that others can comment/reply; 2. Teachers are able to set the number of attempts students have to complete a task so that after they receive feedback they can go back in and revise their work; 3. Students can upload their work (written, audio, or video files) to the online forum so that others can provide feedback on their work and revisions can be made as appropriate.
<p>4. Instructional materials provide appropriate images, text, and activities which represent the diversity of our current society in a culturally responsive manner throughout the material.</p>	<ol style="list-style-type: none"> 1. p. 60, Act. 20, Paso 1; 2. p. 104, Images on page; 3. p. 147, Enfoque cultural; 4. p. 202, Act. 2, Paso 1; 5. pp. 256 & 280, Images on page; 6. p. 315, Image on page. 	<ol style="list-style-type: none"> 1. Students watch a video about an underprivileged community that has overcome obstacles to create an orchestra with homemade instruments; 2. Images show students of various racial backgrounds participating in a variety of sports; 3. Students are provided with language to describe new family models; 4. Student see a male teenager doing the cooking in his family in a videoblog; 5. Images show people in wheelchairs participating in sporting activities; 6. Image shows a person with Down's Syndrome enjoying the winter.
<p>5. Instructional materials include assurance from publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.</p>	<p>We believe that all educators and learners should be able to access and use our textbook and digital content. See more on accessibility: https://waysidepublishing.com/about/accessibility. accessible formats. Wayside Publishing is able to provide alternative versions of products to meet the needs of students.</p>	<p>NIMAS guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted into accessible formats. Wayside Publishing is able to provide alternative versions of products to meet the needs of students.</p>