

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 | | |
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| | 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. 14, ¿Qué aprendiste?, Pasos 1 & 2; 2. p. 60, Infórmate, Paso 1; 3. p. 138, ¡Para saber más!, ¿Es importante la nutrición en tu casa?, Paso 3; 4. p. 215, Comunica; 5. p. 253, ¿Qué aprendiste?, Paso 1. | <ol style="list-style-type: none"> 1. Students negotiate the meaning of an infographic about apps used in Spain (spoken); 2. Students negotiate meaning and create original communication about bags and backpacks and their meaning (spoken); 3. Students negotiate meaning and create original communication in a back-and-forth email conversation about conventional food (written); 4. Students negotiate meaning and create original communication in an email conversation about a scholarship for a cultural program (written); 5. Students create original communication and negotiate the meaning of an infographic about happiness in South America (spoken). |
| <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. 84, ¿Qué aprendiste?, Paso 2; 2. p. 104, ¿Qué aprendiste?, Paso 2; 3. p. 159, Infórmate, Paso 2 (Audio and Video resource in Explorer/Capítulo 3, Conexión 3/¿Qué sabes?/Infórmate/ Paso 2: Brecha entre ricos y pobres: ¿Es inmutable o solucionable?); 4. pp. 190-191, ¿Qué aprendiste?, Paso 2; 5. p. 253, ¿Qué aprendiste?, Paso 2. | <ol style="list-style-type: none"> 1. Students understand, interpret, and analyze information presented in an authentic article and audio resource about inventions and respond to questions; 2. Students understand, interpret, and analyze the main ideas and supporting details from an authentic article and a graph about the number of visitors to the national parks in Chile; 3. Students understand, interpret, and analyze an authentic video about the gap between rich and poor through note-taking strategies; 4. Students understand, interpret, and analyze an authentic article; and infographic regarding the idea of Mexican identity by responding to questions; 5. Students understand, interpret, and analyze an authentic article and infographic in order to respond to questions about different aspects of happiness. |

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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. 30, Presenta, Paso 3; 2. p. 108, Presenta, Paso 3; 3. p. 159, Infórmate, Paso 3 4. p. 168, Presenta, Paso 3; 5. p. 287, Atando cabos sueltos, Ensayo argumentativo. <p>Note: Students have the opportunity to share in an online forum (on Explorer) and comment on each others' work, as well as are invited to upload their work to their online portfolios. Teacher Edition notes mention these and other options for adapting and using appropriate media.</p> | <ol style="list-style-type: none"> 1. Students write a reaction to a blog post in which they inform, explain, and attempt to persuade the blogger (written); 2. Students present to inform, explain, and narrate about a trip they took with only a backpack, without technology to an audience of the Green Club, who provided them with a grant for this trip (spoken); 3. Students respond to a video about the divide between the rich and the poor, and explain their opinions of the reliability of the information and their emotional response to it (written); 4. Students present information, concepts, and ideas to compare social policy and programs in their community with another in the Spanish-speaking world (spoken); 5. Students cite three sources in a persuasive essay about different points of view on what constitutes a happy life (written). |
| <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. 15, ¿Qué aprendiste?, Paso 3, Prácticas culturales & Perspectivas culturales; 2. p. 106, ¿Qué aprendiste?, Paso 3, Prácticas culturales & Perspectivas culturales; 3. p. 132, Explorer, ¿Qué aprendiste?, Paso 3, Prácticas culturales & Perspectivas culturales; 4. p. 211, Explorer, ¿Qué aprendiste?, Paso 3, Prácticas culturales & Perspectivas culturales; 5. p. 270, ¿Qué aprendiste?, Paso 3, Prácticas culturales & Perspectivas culturales. | <ol style="list-style-type: none"> 1. Students are presented with authentic practices, investigate, explain, and reflect on mobile app preferences of Spanish-speakers; 2. Students are presented with authentic practices, investigate, explain, and reflect on how Chileans interact with what nature has to offer in national parks; 3. Students are presented with authentic practices, investigate, explain, and reflect on cultural influences in culinary traditions that strengthen cultural ties in a Spanish-speaking community and their own; 4. Students are presented with authentic practices, investigate, explain, and reflect on the views of Spanish-speakers about the diversity that immigrants contribute to another country; 5. Students are presented with authentic practices, investigate, explain, and reflect on philanthropy in Latin America. |

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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. pp. 4-5, Mi progreso intercultural, El producto cultural: El smartphone; 2. pp. 54-55, Mi progreso intercultural, El producto cultural: La mochila; 3. pp. 118-119, Mi progreso intercultural, El producto cultural: El pan; 4. pp. 228-229, Mi progreso intercultural, Perspectivas culturales; 5. pp. 284, Mi progreso intercultural, Perspectivas culturales. | <ol style="list-style-type: none"> 1. Students are presented with perspectives on smartphones and asked to investigate, explain, and reflect on their effect on Spanish-speaking communities and their own; 2. Students are presented with perspectives on backpacks as a cultural product and asked to investigate, explain, and reflect on how backpacks reflect cultural identity in Spanish-speaking communities and their own; 3. Students are presented with perspectives on bread as a cultural product and asked to investigate, explain, and reflect on bread, food, and inequality in Spanish-speaking communities and their own; 4. Students are presented with cultural fusion in foods (Chinese food in Peru, pizza in Argentina) and asked to investigate, discuss, and reflect on these products and perspectives; 5. Students are presented with cultural values as a product and asked to investigate, explain, and reflect on how values in Spanish-speaking communities and their own contribute to happiness. |
| <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. pp. 20-21, Infórmate (Video resource in Explorer/Capítulo 1/Conexión 2/¿Qué sabes?/Infórmate/Paso 2: La realidad virtual confirma su liderazgo con la llegada de Pokémon Go); 2. p. 89, Presenta, Paso 1; 3. p. 164, Explorer/¿Qué aprendiste/Paso 1; 4. pp. 198-199 ¡Para saber más!, Paso 1 & 2; 5. p. 247, Explorer/¡Infórmate/Paso 3 (Video resource in Explorer/Capítulo 5/ Conexión 1/ ¿Qué sabes?/Infórmate/ Paso 2: Para usted, ¿Qué es la felicidad? Percepción #somosfelices Encuesta). | <ol style="list-style-type: none"> 1. Students will prepare for and participate in a debate about how technology affects daily life; 2. Students will prepare for an argumentative essay using a graphic organizer and two sources to support their point of view; 3. Students will use critical thinking skills analyze a graph about poverty in Latin America and answer questions to show comprehension; 4. Students will collaborate with peers to create a list of recommendations and/or advice to solve problems creatively related to new cultural experiences and/or assimilation; 5. Students will use problem-solving and critical thinking skills in a guided conversation with a peer using information presented in a video to support their ideas. |

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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. 48, Gramática problemática, Ser y estar; 2. p. 56, La gran diversidad del español, ¿Qué sabes?; 3. p. 62, Estrategias; 4. p. 112, Gramática problemática, El imperfecto y el pretérito de indicativo; 5. p. 214, La gran diversidad del español (Teacher’s note about language fusion; activities in Explorer.). | <ol style="list-style-type: none"> 1. Students use their knowledge of the English verb “to be” in order to better understand how to use multiple verbs with this same meaning in Spanish; 2. Students investigate a variety of vocabulary for bags and their meanings around the world and reflect on which is most similar to their own; 3. Students investigate and compare the target language and their own focusing on cognates; 4. Students use their knowledge of the English past tenses in order to better understand how to use these two past verb tenses in Spanish; 5. Students reflect on how migration can transform language by investigating the fusion of Spanish and English in their communities (e.g., street names). |
| <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. 27, ¿Qué aprendiste?, Paso 3; 2. p. 70, Presenta, Paso 2; 3. p. 122, ¡Para saber más!, Paso 1 & 2; 4. p. 166, ¿Qué aprendiste?, Paso 3 (Audio and video resources in Explorer/Capítulo 3/Conexión 3/¿Aprecias la cultura hispanohablante?); 5. p. 257, Presenta, Paso 3. | <ol style="list-style-type: none"> 1. Students will investigate, compare, and reflect on the confusion between virtual and real life in Argentina and in their community through a guided discussion with peers; 2. Students will investigate, compare, and reflect on how backpacks are advertized in Chile and in their own community by completing a graphic organizer using various resources; 3. Students will investigate, compare, and reflect on how food influences traditions and identity in Spanish-speaking communities and their own community through reflection, research, and peer collaboration; 4. Students will investigate, compare, and reflect on the practices of young people and their impact on the eradication of poverty in a Spanish-speaking community and in their own; 5. Students will prepare a presentation about the impact of money on happiness by investigating, comparing, and reflecting on cultural perspectives of a Spanish-speaking region and their own 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> <p><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.</p> <p><input type="checkbox"/> Learners are provided with examples of opportunities to use the target language to collaborate in their community and the globalized world.</p> | <p>1. p. 30, Presenta, Paso 3; 2. p. 108, Presenta, Paso 3; 3. p. 121, Comunica; 4. p. 205, Oportunidad inicial; 5. p. 273, Comunica.</p> | <p>1. Students use the target language to interact in a globalized world by responding to a blog post written by a professor in Uruguay;</p> <p>2. Students justify their receipt of a grant for a trip to the Green Club, who provided them with this grant;</p> <p>3. Students respond to an email to the director of the Festival de las Naciones with interest in participating in the festival;</p> <p>4. Students use the target language to collaborate in their community by helping an immigrant that has recently arrived to their area;</p> <p>5. Students respond to an email about applying for a summer program in a Spanish-speaking country.</p> |
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| CATEGORY 2: Access and Equity | | |
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| | EVIDENCE | REASONING |
| <p>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.</p> | <p>1. p. 29, Presenta, Paso 3 (Activities in Explorer/Capítulo 1/Conexión 2/ Presenta);</p> <p>2. p. 56, ¿Qué sabes? (Teacher’s note to guide discussion; activities on Explorer);</p> <p>3. p. 182, ¿Qué sabes? (Teacher’s note to guide discussion; Activity on Explorer);</p> <p>4. Explorer/Recursos;</p> <p>5. Learning Site/Instructional Strategies Toolkit.</p> | <p>1. Students use their experiences to connect to a classroom in Uruguay and a professor’s complaints about phones in the classroom;</p> <p>2. Students discuss different bags and baggage and reflect on which is most similar to their own;</p> <p>3. Students share their experiences and culture with regard to diversity (examples include religion, race, family structures, land and city);</p> <p>4. In Explorer, teachers will find answer keys, audio scripts, student writing samples, pacing guides, AP® correlations, links to useful websites, and more;</p> <p>5. The Instructional Strategies Toolkit is a compendium of proven strategies for engaging students.</p> |
| <p>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.).</p> | <p>1. Explorer/Recursos/Sólo para profesores/ Audio Scripts and Transcripts;</p> <p>2. Explorer/Capítulo 1/Conexión 1/¿Qué sabes?/ Vocabulario para una mejor discusión;</p> <p>3. Explorer/Recursos/Organizadores gráficos;</p> <p>4. Explorer/Recursos/Videos: Observa, Enfoque en la forma, Estrategias (EntreCulturas 1-3), EntreCulturas 1, Learning Strategies;</p> <p>5. pp. 106-108, Presenta.</p> | <p>1. Teachers have access to audio scripts and transcripts. These resources can be shared with a class or individual students if needed;</p> <p>2. The Learning Site provides scaffolded, digital vocabulary practice that can be used for differentiation or additional practice;</p> <p>3. Teachers and students have access to general and activity-specific graphic organizers throughout the entire text;</p> <p>4. A folder containing videos and related resources that focus on grammar, language needs, and language learning strategies can be found in the content section in the Explorer course on the Learning Site;</p> <p>5. Activities throughout the text are scaffolded and provide students with various supports for completion.</p> |

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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> | <p>1. p. 34, Exprésate; 2. p. 96, Exprésate; 3. p. 137, Exprésate; 4. p. 183, Exprésate; 5. p. 274, Exprésate.</p> <p>Note: Each of these Exprésate activities can be completed in the Classroom Forum in Explorer on the Learning Site to encourage written discussion about these themes. Teacher’s Edition notes guide teachers to use these sections as class discussions.</p> | <p>1. Students represent, share, and justify their opinions about the internet, and revise after receiving information about dangers on the internet;</p> <p>2. Students justify their answers to questions about backpacks as representation of disconnecting from routine, and revise their opinions after sharing with classmates;</p> <p>3. Students represent, share, discuss, and justify their opinions about organic and genetically modified foods;</p> <p>4. Students share and justify their opinions about cultural diversity; they investigate how their personal circumstances inform their opinions and reflect and revise their opinions after speaking with classmates;</p> <p>5. Students represent, share, and justify their opinions about how their decisions can have an impact on their community or themselves personally, and how these decisions contribute to happiness.</p> |
| <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> | <p>1. p. 2-51, Capítulo 1: El smartphone; 2. pp. 90-91, Images on page; 3. p. 176, En resumen: el IPA “Integrated Performance Assessments” (Explorer/ Capítulo 1/En resumen: el IPA); 4. pp. 206-207, ¿Aprecias la cultura hispanohablante?; 5. pp. 256-257, Presenta.</p> | <p>1. Chapter topics are of high interest and represent the diversity of our current society;</p> <p>2. Images throughout the text represent a variety of age groups, identities, and diversity;</p> <p>3. Examples of typical AP® practice activities in all modes of communication in which students consider a variety of diverse perspectives from across the Spanish-speaking world;</p> <p>4. Authentic texts throughout the text represent the diversity of our current society in a culturally responsive manner;</p> <p>5. Activities throughout the text develop interculturality in a culturally responsive manner by using students’ background, identity, experiences, and culture when making cultural comparisons.</p> |
| <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.</p> | <p>In addition, 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> |