

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. 64, Interpersonal Writing: E-mail Reply; 2. p. 72, Interpersonal Speaking: Conversation (Audio in Explorer/ Chapitre 1/Leçon 2); 3. p. 349, Act. 3, PointLexique, and PointRappel; 4. p. 390, Act. 1; 5. pp. 440-441, Act. 1, Vocabulaire pour exprimer une opinion d'art, Comment réagir à une oeuvre d'art, and related suggestions for teachers. <p>See also Appendix A (Tips & Tricks) pp. 487-490 and pp. 497-500 and the Instructional Strategies Toolkit (Learning Site/Learning Tools).</p>	<ol style="list-style-type: none"> 1. Students engage in interpersonal writing via two Advanced Placement® (AP®) practice items per chapter; 2. Students practice interpersonal speaking via two AP® practice items for interpersonal speaking per chapter. 3. Students exchange opinions; PointRappel and PointLexique boxes provide support for all students; 4. Students exchange information and ideas around cultural stereotypes; 5. Students exchange opinions and preferences about art. Useful expressions and guiding questions provide scaffolding and support for all students. <p>pp. 487-490 and 497-500 provide practical tips to support all learners in the interpersonal mode. The Instructional Strategies Toolkit provides a wealth of strategies to meet the needs of all students.</p>

<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. pp. 52-53, Act. 1-4; 2. p. 97, Act. 1-4 (Audio in Explorer/ Chapitre 2/Leçon 1); 3. pp. 104-105, Act. 1-6 (Links in Explorer/ Chapitre 2/Leçon 4/Liens utiles); 4. Explorer/Chapitre 3/Leçon 4/Liens utiles, Témoignage - Métro, boulot, dodo - Belgique; 5. pp. 202-207, Interpretive Communication: Print Texts, Interpretive Communication: Print and Audio Texts, Interpretive Communication: Audio Texts (Audio in Explorer/Chapitre 4/ Leçon 2). <p>See also the links (Liens) in the teacher resource folder (Ressources pour les enseignants) in Explorer and Appendix E for the list of authentic resources available.</p> <p>See also Appendix A (Tips & Tricks) pp. 478-486 and the Instructional Strategies Toolkit (Learning Site/Learning Tools).</p>	<ol style="list-style-type: none"> 1. Students explore the topic of school through poetry; 2. Students listen to and/or read a conversation related to train travel as they discover uses of the subjunctive in context; 3. Students analyze infographics to acquire cultural information. In Act. 5, students explore additional links found in the Leçon 4 folder for this chapter in Explorer. 4. Students watch an authentic video of street interviews. Each chapter contains a Leçon 4 folder in Explorer with links to additional authentic resources. 5. Students have two opportunities per chapter to practice each type of AP® interpretive task. <p>pp. 478-486 provide practical tips to support all learners in the interpretive mode. The Instructional Strategies Toolkit provides a wealth of strategies to meet the needs of all students.</p>
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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. 105, Act. 6; 2. p. 151, Act. 7; 3. p. 288, Act. 10; 4. p. 393, Act. 6; 5. pp. 456-459 & p. 461: Presentational Writing: Argumentative Essay (Audio in Explorer/Chapitre 9/Leçon 2), Presentational Speaking: Cultural Comparison. <p>See also Appendix A (Tips & Tricks) pp. 491-496 and pp. 501-504 and the Instructional Strategies Toolkit (Learning Site/Learning Tools).</p>	<ol style="list-style-type: none"> 1. Students present information about their travel habits with the support of charts/graphs, using the examples as a model; 2. Students prepare and deliver a presentation describing an ideal country. Learners are supported by a model and a PointGrammaire box with the needed verb form. 3. Students create a work of “art” made with items from home and explain orally or in writing the steps for creating it. The PointRappel and PointLexique boxes provide support for all learners. 4. Students write an original essay on the topic of world peace. The PointGrammaire provides extra support for learners. 5. Students have two opportunities to practice each type of AP® presentational task per chapter. <p>pp. 491-496 and pp. 501-504 provide practical tips to support all learners in the presentational mode. The Instructional Strategies Toolkit is a compendium of proven strategies for supporting all students.</p>
<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. 46, Act. 1; 2. p. 95, PointCulture; 3. pp. 140-141, Act. 1-2; 4. pp. 147-148, PointCulture and Act. 1; 5. pp. 162-167, Presentational Writing: Argumentative Essay (Audio in Explorer/Chapitre 3/Leçon 2). 	<ol style="list-style-type: none"> 1. Students explore the French education system and compare it to their own. Ample Teacher Edition (TE) notes provide suggestions as well as indicate the five Cs of Communication, Cultures, Connections, Comparisons, and Communities. 2. Students explore cultural products and practices to better understand perspectives via PointCulture boxes throughout; 3. Students explore practices around the topic of travel. TE notes provide suggestions for inferring perspectives. 4. Students explore practices related to social advantages. Act. 1 allows for comparisons that reveal perspectives. 5. Students explore products and practices through authentic resources and relate them to perspectives via two opportunities to write an AP®-style Argumentative Essay per chapter.

<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. 11, Act. 1-2 and PointCulture; 2. pp. 50-51, Act. 8; 3. pp. 170-171, Interpretive Communication: Print Texts; 4. pp. 348-349, Act. 1-3; 5. p. 407, Interpretive Communication: Audio Texts, TE notes (Audio in Explorer/ Chapitre 8/Leçon 2). <p>In addition, each chapter provides two opportunities to write an Argumentative Essay, allowing students to explore products and practices through authentic resources and relate them to perspectives.</p>	<ol style="list-style-type: none"> 1. Students explore a cultural product via guiding questions. The PointCulture provides additional insights; 2. Students analyze a graphic about the French educational system to understand perspectives; 3. Students read an authentic report about products of Burkina Faso; 4. Students read about connections between art and brand images; 5. Students compare products from their region to those presented in the audio text.
<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. 101-105, Act. 1-6 (Links in Explorer/ Chapitre 2/Leçon 4/Liens utiles); 2. pp. 210-213, Presentational Writing: Argumentative Essay (Audio in Explorer/ Chapitre 4/Leçon 2); 3. pp. 238-239, Act. 1-2 (Audio in Explorer/ Chapitre 5/Leçon 1); 4. pp. 256-259, Presentational Writing: Argumentative Essay (Audio in Explorer/ Chapitre 5/Leçon 2); 5. p. 447, Act. 5. 	<ol style="list-style-type: none"> 1. Students use French to access information about travel. Act. 5 invites them to explore additional links available through the Leçon 4 folder in Explorer. 2. Students interpret three authentic sources to expand their knowledge of cultural practices; 3. Students use French to explore the topic of technology; 4. Students use French to interpret three authentic sources about the use of technology; 5. Students use the Internet to access information about beauty standards in the francophone world.

<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. 5, PointCulture; 2. p. 46, Act. 1; 3. p. 54, Act. 6-8; 4. pp. 140-141, Act. 1-2; 5. pp. 436-438, Act. 1-3. <p>In addition, the PointGrammaire, PointLexique, and PointRappel segments in Leçon 1 of each chapter offer opportunities for linguistic comparisons.</p>	<ol style="list-style-type: none"> 1. Students compare the use of register in French and English; 2. Students can compare French and English intonation as well as the use of informal speech in emails; 3. Students read a text conversation that illustrates the use of abbreviations in “e-language” in French; 4. Students identify examples of written language that resembles oral language, comparing French to English; 5. Students compare the use of register in three genres of personal writing.
<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. 57, Act. 13; 2. p. 73, Presentational Speaking: Cultural Comparison; 3. pp. 147-148, Act. 1; 4. p. 245, PointCulture; 5. p. 447, Act. 5. 	<ol style="list-style-type: none"> 1. Students compare aspects of schooling in francophone countries to those in their communities; 2. Students compare the education systems in France and in the United States. Each chapter includes two opportunities to practice the AP® Presentational Speaking: Cultural Comparison item. 3. Students compare social support systems in France with those in the United States, based on PointCulture readings; 4. Student compare the use of mobile telephones in France to their own; 5. Students compare standards of beauty in francophone cultures and in their own.

<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. p. 168, Interpersonal Speaking: Conversation (Audio in Explorer/ Chapitre 3/Leçon 2); 2. pp. 208-209, Interpersonal Writing: E-Mail Reply; 3. pp. 160-161, Interpersonal Writing: E-Mail Reply; 4. pp. 308-309, Interpersonal Writing: E-Mail Reply; 5. p. 430, Interpersonal Speaking: Conversation (Audio in Explorer/ Chapitre 8/Leçon 3). 	<ol style="list-style-type: none"> 1. Students participate in a simulated conversation with the director of human resources; 2. Students respond to an email for the purpose of establishing a pen pal relationship; 3. Students reply to a formal e-mail related to a job application; 4. Students respond to an e-mail to provide information about a volunteer opportunity; 5. Students participate in a conversation with a French friend to explain American traditions. <p>The AP®-style Interpersonal Speaking and Interpersonal Writing tasks in each chapter provide real-world examples and practice of how learners could interact with native French speakers in their own community and the globalized world.</p>
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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"> pp. 46-47, 50-51, and 104-105; Explorer/Ressources pour les enseignants; Learning Site/Learning Tools/ Instructional Strategies Toolkit. 	<ol style="list-style-type: none"> Teachers use TE notes to identify activities related to the five Cs of the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities. Additional TE notes provide suggestions for adapting activities or scaffolding. Teachers access answer keys, audio scripts, student writing samples, pacing guides, AP® correlations, links to useful websites, and more. Teachers access the Instructional Strategies Toolkit for a compendium of proven strategies for engaging students.
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"> pp. 13, 48, 239, and 241; p. 141, Act. 3-4; pp. 147-151, Objectif: Analyser la qualité de vie, Act. 1-7 (Audio in Explorer/ Chapitre 3/Leçon 1); Appendix A: Tips & Tricks. 	<ol style="list-style-type: none"> Students consult PointRappel and PointLexique boxes for reminders of previously learned material and just-in-time support for activities. These often serve the purpose of word banks or sentence starters. Students follow models provided. Students build their competencies through a scaffolded series of activities. Act. 1-7 demonstrate the natural scaffolding for a typical Objectif. Students are provided with input on a topic (PointCulture) and process for meaning first through Act. 1 using a graphic organizer. Act. 2 adds additional input and Act. 3. allows for processing meaning and forming personal opinions. Act. 4-6 provide further audio input and opportunities to take notes within a graphic organizer. The series culminates in Act. 7, in which students synthesize all of the information into a presentational speaking or writing activity. Teachers may choose to do all or some of the activities, depending on the needs of their students. Students access practical tips for communicating in each of the three modes.

Alignment to the 2021 Nevada World Language Instructional Material Checklist

<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. p. 55, Act. 10; 2. pp. 84-87, Presentational Writing: Argumentative Essay (Audio in Explorer/Chapitre 1/Leçon 3); 3. p. 89, Presentational Speaking: Cultural Comparisons; 4. pp. 148-151, Act. 1, 3, 4, 6, and 7 (Audio in Explorer/Chapitre 3/Leçon 1). 	<ol style="list-style-type: none"> 1. Students form, share, and justify their own opinions based on multiple pieces of input; this is a typical culminating activity for many of the Objectifs segments in Leçon 1 of each Chapitre. 2. After exploring an AP® theme in Leçon 1 of each Chapitre, students extend their understanding through three input pieces to write an argumentative essay. There are two opportunities to practice AP®-style Argumentative Essays in each chapter. 3. Students share and justify their thoughts after reflecting deeply about cultural similarities and differences in two AP®-style Presentational Speaking: Cultural Comparison practice items per chapter. 4. Students have multiple opportunities to consider social support structures in France and in the United States as they develop and share their opinions.
<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. pp. 9, 190, 215, and 296-297; 2. pp. 398-415, Interpretive Communication: Print Texts, Interpretive Communication: Print and Audio Texts, Interpretive Communication: Audio Texts, Interpersonal Writing: E-Mail Reply, Presentational Writing: Argumentative Essay, Interpersonal Speaking: Conversation, and Presentational Speaking: Cultural Comparison (Audio in Explorer/Chapitre 8/Leçon 2). 	<ol style="list-style-type: none"> 1. Students view images representing diversity. 2. Students consider a variety of diverse perspectives from across the francophone world via typical AP® practice activities in all modes of communication.
<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>