

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. 	<p>1. p. 114, Act.16, Ét.2; 2. p. 122, Act. 22, Ét. 1; 3. p. 122, Act. 22, Ét. 2 (Explorer/Unité 2/Comment dit-on? 3/Act. 22, Ét. 2); 4. p. 129, Act. 25, Ét. 2 (Explorer/Unité 2/Découvrons 3/Act. 25, Ét. 2); 5. p. 131, Act. 28, Ét. 2.</p>	<p>There are varied opportunities for proficiency level-appropriate interpersonal communication.</p> <ol style="list-style-type: none"> 1. Students ask and answer questions about school schedules using a variety of question expressions; 2. Students ask at least five students what they like and do not like to do and record their responses in a graphic organizer; 3. In the Explorer Classroom Forum, students summarize what they learned about their classmates' likes and dislikes from their conversations (see #2 above); 4. Students respond to Hamid's email to tell him about your typical school day; 5. With a partner, students ask and answer interview questions about your school day. Record your conversation in Explorer.

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<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. 45, Act. 1, Ét. 2 (Explorer/Rencontre interculturelle/Act. 1, Ét. 2); 2. p. 46, Act. 2 (Explorer/Unité 1/Rencontre interculturelle/Act. 2); 3. p. 197, Act. 3 (Explorer/Unité 4/Rencontre interculturelle/Act. 1, Ét. 2); 4. p. 272, Act. 20 (Explorer/Unité 4/Comment dit-on? 1/Act. 3); 5. p. 298 Act. 5 (Explorer/Unité 6/Comment dit-on? 1/Act. 5). 	<p>There are varied opportunities for proficiency level-appropriate interpretive communication.</p> <ol style="list-style-type: none"> 1. Students listen to video blogs and raise their hands when the speakers say the words from picture captions; 2. Students look at photos while listening to speakers. They write the letter of the picture that corresponds to the speaker's identity; 3. Students listen to a conversation about typical Togolese and Rwandan meals and check off the food items you hear; 4. Students listen to a weather report and identify symbols that correspond to the weather conditions in francophone cities around the world; 5. Students listen to the food items the speaker needs and write the store where she would go to purchase each item.
<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. 97, Act. 3, Ét. 3; 2. p. 98, Act. 5, Ét. 2 (Explorer/Unité 2/Comment dit-on? 1/Act. 5, Ét. 2); 3. p. 161, Act. 12 (Explorer/Unité 3/Comment dit-on? 2/Act. 12); 4. p. 227, Act. 26, Ét. 2 (Explorer/Unité 4/Comment dit-on? 3/Act. 26, Ét. 2); 5. p. 311, Act. 14, Ét. 3 (Explorer/Unité 6/Comment dit-on? 2/Act. 14, Ét. 3). 	<p>There are varied opportunities for proficiency level-appropriate presentational communication.</p> <ol style="list-style-type: none"> 1. Students share orally information about school supplies; 2. Students write a text to a friend advising school supplies to purchase; 3. Students write picture captions for a French website; 4. Students create a video explaining responsible choices and practices related to food; 5. Students create a shopping brochure/guide for francophone teens visiting your community.

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<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. 62, Act. 14, Ét. 1; 2. p. 93, Act. 1, Ét. 3 (Explorer/Unité 2/Rencontre interculturelle/Act. 1, Ét. 3); 3. p. 194, Act. 1, Ét. 1 (Explorer/Unité 4/Rencontre interculturelle/Act. 1, Ét. 1); 4. p. 245, Act. 1, Ét. 3; 5. p. 297, Act. 3. 	<p>Using proficiency level-appropriate language, students investigate, reflect, discuss and explain relationships between practices and perspectives of a variety of francophone cultures.</p> <ol style="list-style-type: none"> 1. Students learn about French summer sport camps and discuss with a partner whether they personally like or dislike the sports represented; 2. Students write a few sentences about what Hamid is telling us about himself; 3. Students read the text about Ariane. Jot down what they learned about her family, her heritage and her activities; 4. With a partner, students discuss commonalities between Kate, the blogger from Togo and Ariane, the blogger from Rwanda; 5. Students tell a friend who is not French where they must go to buy certain items.
<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. 10-11, Act. 3, Ét. 1-3; 2. p.42, Rencontre interculturelle; 3. p. 198, Act. 4, Ét. 1 (Explorer/Unité 4/Comment dit-on? 1/Act. 4, Ét. 1); 4. p. 200, Act. 7; 5. p. 293, images. 	<p>Using proficiency level-appropriate language, students investigate, reflect, discuss and explain relationships between products and perspectives of a variety of francophone cultures.</p> <ol style="list-style-type: none"> 1. Students examine the presence of French in North America; consider products made by French companies; and view iconic Parisian destinations; 2. Students trace Québec's French heritage; 3. Students listen to Ariane, a Rwandan teen, talk about her food preferences, then indicate which foods she likes and dislikes; 4. Students discuss typical dishes in relation to those of Ariane, a Rwandan teen; 5. Students examine Sisley's and Morisot's paintings of the Seine.

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<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. 152, Act. 8, Ét. 2; 2. p. 223, Act. 22; 3. p. 247, Act. 2; 4. p. 248, Act. 4; 5. p. 318, Act. 20, Ét. 1 (Explorer/Unité 6/Comment dit-on? 3/Act. 20, Ét. 1). 	<p>Using proficiency level-appropriate language, students make connections to other disciplines.</p> <ol style="list-style-type: none"> 1. Students compare and discuss sociocultural aspects of American, Belgian and French household demographics; 2. Students associate actions with consequences as a blogger discusses repercussions of activities associated with food e.g. health, waste, recycling; 3. Students write physical activities that would and would not be possible for pictured locations; 4. Students ask five students which athletic or musical activities they prefer; 5. Students listen to location descriptions while locating shops on a map.
<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. 6, Act. 1; 2. p. 38, J'y arrive, Interpretive Assessment, Ét. 1 (Explorer/Unité préliminaire/J'y arrive); 3. pp. 44-45, Act. 1, Ét. 3; 4. p. 100, Détail grammatical, Act. 5, Ét. 1; 5. p. 250, Act. 6, TN (Explorer/Unité 5/Comment dit-on? 1/Act. 6). 	<p>Using proficiency level-appropriate language, students compare the target language to their own.</p> <ol style="list-style-type: none"> 1. Students look at an image of a French town and select the French terms from the image that match the descriptions. Each of these French terms are found in the English-language dictionary. 2. Students look at a summer camp ad and find six cognates between French and English; 3. Students listen to a French Canadian and a French videoblogger. Notice their accents sound different, just as English speakers from various countries, or even regions within the same country pronounce words differently. Write two sentences about what is being conveyed in the video. 4. Students note that French does not have the possessive structure ('s) as in English. Students guess the owner of personal items. 5. Students identify cognates in an infographic and look up their meanings to distinguish between true and false cognates.

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<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. 93, Act. 1 Ét. 4; 2. p. 97, Act. 4; 3. p. 145, Act. 1, Ét. 4; 4. p. 189, J'y arrive, Interpersonal Assessment (Explorer/Unité 3/J'y arrive); 5. p. 239, J'y arrive, Interpersonal Assessment (Explorer/Unité 4/J'y arrive). 	<p>Using proficiency level-appropriate language, students compare the target culture to their own.</p> <ol style="list-style-type: none"> 1. Students describe how Hamid, an Algerian student, is similar to you and different from you. Share your comparisons in class and write a few sentences describing these similarities and differences in the Explorer Classroom Forum. 2. Students work with a partner to compare prices of school supplies in Algeria. Ask and answer questions using an advertisement. 3. Students use a Venn Diagram to compare how they are similar to and different from Jeanne, a French teen. Then they discuss their comparisons with a classmate. 4. Students work with a partner to simulate a phone conversation between themselves and the francophone student they are planning to host. They ask and answer questions about their families. 5. Students view two menus as they work in partners to discuss food preferences, responsible practices of these restaurants, and the similarities and differences with restaurants in their own communities.
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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. p. 48, Zoom culture, Réflexion; 2. p. 51, Réflexion interculturelle; 3. p. 164, Réflexion interculturelle; 4. p. 201, Réflexion interculturelle; 5. p. 309, Zoom culture, Réflexion. 	<p>Students are given opportunities to interact within school and global communities where they use proficiency level-appropriate language.</p> <ol style="list-style-type: none"> 1. Students research the life and career of Justin Trudeau to reflect on the different perspectives a bilingual politician may bring to their community; 2. Students research famous French speakers and make a list of what they would want to talk to them about; 3. Students research marriages and civil unions in other Francophone countries and in their region. In the Classroom Forum in Explorer, they comment whether anything similar to Pacs exists in their area. 4. Students research differences between outdoor food markets in Rwanda and those in France. They compare food prices of food in Rwanda and food in other Francophone countries. They provide their responses in the Explorer Classroom Forum. 5. Students research offers of several French stores during les soldes and compare them to sales held where they live. They provide their responses in the Explorer Classroom Forum.
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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. EntreCultures 1, Teacher Edition, Red embedded notes; 2. Explorer/Resources/Découvrons, Structure en avant, and Strategies; 3. Explorer/Instructional Strategies Toolkit; 4. pp. 382-401, Appendix E, Instructional Strategies Appendix; 5. p. xxxviii, Scavenger Hunt. 	<ol style="list-style-type: none"> 1. Red embedded notes for each unit which help lead the discussion with students and also give differentiation and scaffolding tips as needed; 2. The Explorer Resource Folder is where teachers will find helpful instructional videos for students regarding grammar in context (Découvrons), more discrete grammar lessons (Structure en avant), and Learning Strategies videos; 3. The Instructional Strategies Toolkit is a compendium of proven strategies for engaging students; 4. Appendix E is full of suggestions for teachers' successful activity implementation for all 6 units; 5. The Scavenger Hunt activity provides students with the opportunity to become familiar with the text before beginning study as the school year opens.
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. xxvi, Assessing Language Performance in Context: J'avance; 2. p. xxvi, Can-Do Statements; 3. pp. 340-369, Appendix B, Rubrics; 4. Explorer/Resources/Graphic Organizers; 5. Explorer/Instructional Strategies Toolkit. 	<ol style="list-style-type: none"> 1. These formative assessments (3 per unit) are in differentiated versions -- (blanc) for students on level, (bleu) for students needing additional support, and (rouge) for students needing more challenging assessments; 2. Students self-assess their own communicative and intercultural experiences using the online portfolio; 3. Assessment with rubrics allows students to see exactly how to improve in the various skills evaluated; 4. Multiple graphic organizers are available in forms of Venn Diagrams, T-charts, Think-Pair-Share formats, etc.; 5. The Instructional Strategies Toolkit offers teachers myriad possibilities for additional activities to supplement that which is already suggested within the textbook. Activities can be filtered according to learning style, skill, proficiency level, special needs, mode of communication and much more.

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3. Provides diverse opportunities for students to represent, share, justify, and revise their thinking with equity of voice consistently throughout the material.	<ul style="list-style-type: none"> 1. p. 71, Act. 20; 2. p. 116, J'avance 2, Ét. 3 (Explorer/Unité 2/J'avance 2); 3. p. 221, J'avance 2, Ét. 3 (Explorer/Unité 4/J'avance 2); 4. p. 269, J'avance 2, Ét. 2 (Explorer/Unité 5/J'avance 2); 5. p. 325, J'avance 3, Ét. 3 (Explorer/Unité 6/J'avance 3). 	<ul style="list-style-type: none"> 1. Students interview classmates asking questions to find out more about one another. They record their interview in Explorer. 2. Students ask each other which core classes they prefer. Then they record their findings in the chart provided in Explorer. 3. Students write a proposal to their cafeteria director to have a Francophone-inspired lunch; 4. Students read social media posts about festivals. Then they write their own social media post describing what they are going to do this weekend and why. 5. Students make four signs for the tourism office telling people what they do at various places around town.
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.	<ul style="list-style-type: none"> 1. pp. xxx-xxxi, Rencontre interculturelles /Réflexions interculturelles; 2. pp. 332-338, Can-do Statements, Mon progrès interculturel; 3. p. xxxi, Zoom culture; 4. p. xxx, Rencontre interculturel; 5. pp. 12, 13, 15, 67, 129, 131, 226, 258, 269, 277, 283. 	<ul style="list-style-type: none"> 1. After a variety of experiences with cultural products, practices, and perspectives, students reflect on their growing intercultural awareness in the Réflexions interculturelles; 2. The unique intercultural can-do statements make intercultural goals explicit to students; 3. Knowing about cultural products, practices, and perspectives lays a foundation for intercultural reflections within our discussion forums and prompted through our Zoom culture series; 4. Students are introduced to the Francophone world with the assistance of our teen video bloggers in every unit; 5. EntreCultures 1 includes a wide variety of images representing the diversity of current society and the world (ethnicity, national origin, gender).
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.	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 .	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.