

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. 70, Act. 5, Ét. 3; 2. p. 71, Act. 6, Ét. 3; 3. p. 74, Act. 8, Ét. 1; 4. p. 78, Act. 10, Ét. 3; 5. p. 103, Act. 26, Ét. 2 (Explorer/Unité 2/Découvrons/Act. 26, Ét. 2).</p>	<p>Varied opportunities for interpersonal communication including:</p> <ol style="list-style-type: none"> 1. Students exchange information about ingredients in a traditional dish; 2. Students exchange information about foods one would like to try, providing reasons and simple details; 3. Students discuss different traditional Belgian and Congolese dishes with a partner and decide which recipes they want to try; 4. Students compare written responses from other students regarding food choices from one's childhood; 5. Students exchange text messages to let Bernadette know if they have the necessary ingredients to make waffles.

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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. 69, Act. 5, Ét. 2; 2. pp. 70-71, Act. 6, Ét. 2 (Explorer/Unité 2/Comment dit-on? 1/Act. 6, Ét. 2); 3. p. 77, Act. 10, Ét. 1; 4. pp. 82-83, Act. 13, Ét. 1; 5. pp. 140-141, Act. 18 (Explorer/Unité 3/Comment dit-on? 2, Act. 18, Ét. 1). 	<p>Opportunities to interpret a variety of resources including: interpretive audio, interpretive print, interpretive video, and authentic resources</p> <ol style="list-style-type: none"> 1. Students read a recipe for Waterzooï de poulet and create a list of the ingredients they need to purchase at the store in order to make the dish; 2. Students listen to French speakers who describe the ingredients of certain types of Belgian waffles. They must then identify the type of waffle described; 3. Students interpret an infographic concerning the type of foods French people consumed in 1970 and in 2008. They then write 3 sentences to compare the consumption of the two years; 4. Students consult a calendar showing when certain vegetables are in season in France. They answer questions based on the information they interpreted; 5. Students view a video about volunteering and then associate terms to identify important details within the video.
<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. pp. 138, Act. 16, Ét. 2; 2. p. 143, Act. 19, Ét. 3 (Explorer/Unité 3/Découvrons 2/ Act. 19, Ét. 3); 3. p. 144, Act. 20, Ét. 2; 4. p. 149-150, Act. 22, Ét. 2; 5. p. 196, Act. 20. 	<p>Varied opportunities for presentational communication including:</p> <ol style="list-style-type: none"> 1. Students present information, concepts and ideas (writing and speaking/video); 2. Students present ideas and information through narration and persuasion; 3. Students present to a variety of audiences and using appropriate media; 4. Students present information to persuade; 5. Students adapt and use appropriate media.

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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. pp. 21-22, Act. 9, Ét. 1-2; 2. pp. 42-43, Act. 25. 3. pp. 140-141, Act. 18, Ét. 1-3 (Explorer/Unité 3/ Comment dit-on?/Act. 18, Ét. 1-3); 4. p. 150, Act. 23 (Explorer/Unité 3/Comment dit-on? 3/ Act. 23); 5. p. 151, Act. 24, Ét. 1. 	<p>Students learn about cultural practices and reflect in the language on perspectives. Intercultural Communicative Competence: Investigate (Products & Perspectives).</p> <ol style="list-style-type: none"> 1. Students study a student schedule from the island of Réunion. They answer comprehension questions about it and then fill out the same schedule using their own preferences and requirements. They note the cultural perspectives between the student from la Réunion and themselves. 2. Students read about extracurricular activities in Réunion and choose which ones would be appropriate for teens identified in the text. They also discuss in which of the Reunion activities they would participate. 3. Students view a video of a young Haitian who is volunteering in his home country on a literacy project for other young people. Students investigate the practice of volunteerism in Haiti and the motivation and perspective of the video blogger. 4. Students listen to the motivations of teens for participating in volunteerism. They decide if the practice is motivated by personal, professional, or community-based perspectives for each recorded teen. 5. Students read a Canadian teen's letter of motivation regarding volunteer possibilities in two different locations. They reflect on the teen's perspectives regarding the two volunteer practices.
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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. 76, Act. 9, Ét. 1; 2. p. 79, Act. 11, Ét. 1 (Explorer/Unité 2/Découvrons 1/ Act. 11, Ét. 1); 3. pp. 98-99, Act. 25, Ét. 1-2; 4. p. 105, J'avance 3, Ét. 3 (Explorer/Unité 2/J'avance 3); 5. p. 174-176, Act. 6, Ét. 1; 	<ol style="list-style-type: none"> 1. Students read a paragraph about the origin of les frites and associate the product to cultural perspectives behind the importance of frites in this low country; 2. Students view a video where a teen describes what he ate during vacations in Paris as a child (croissants, la confiture). Students check descriptions in the text that correspond to the video. 3. Students read an invitation to a mussels and frites supper in Belgium. They learn about these typical products (and others) and the perspectives associated with them; 4. Students create a promotional video regarding a mussels supper event. Products, practices, and perspectives of this type of event are studied; 5. Students investigate the relationship between the Parisian arrondissements and a description of historical tours in which they could take part.
<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. 252-253, Act. 20, Ét. 1; 2. pp. 252-253, Act. 20, Ét. 2-3 (Explorer/Unité 5/ Comment dit-on? 3/Act. 20, Ét. 2); 3. pp. 258, Act. 23, Ét. 3; 4. pp. 260, Act. 24, Ét. 2; 5. p. 264, Act. 27, Ét. 1-2 (Explorer/Unité 5/Découvrons, Act. 27, Ét. 2). 	<ol style="list-style-type: none"> 1. Students learn about a healthy social and emotional life by participating in a survey evaluating their own habits; 2. Students evaluate the survey responses of a teen in the text and problem solve by offering him/her advice in avoiding stress; 3. Thinking critically about what they have learned about screen time and healthy living, students create a poster advocating for healthy screen time habits; 4. Students read a blog about how to spend less time on the phone. They then explain their own motivations and limitations for doing so; 5. After listening to a podcast interview on stress reduction, students write their own commentary online explaining the expert points of view and then identifying which advice would be difficult to follow. Students pose pertinent questions in their follow-up.

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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. 26, Stratégies: Interpretive Listening (Explorer/Unité 1/Découvrons 1/Stratégies); 2. p. 28, Rappel, Le pronom on; 3. p. 29, Act. 13; 4. p. 74, Stratégies: Word Families (Explorer/Unité 2/Découvrons 1/Stratégies); 5. p. 190, Stratégies: Navigating Websites and Mobile Apps (Explorer/Unité 4/Découvrons 2/Stratégies). 	<ol style="list-style-type: none"> 1. Students are invited to investigate the vocabulary for words indicating physical locations within a school in France. The cognates and images provide students with hints as to the meanings for which they are searching. 2. This sidebar note reminds student to reflect on the English equivalent use of the French pronoun “on”; 3. Students reflect on strategies to understand French speech, including the use of cognates; 4. Students explain about word families they know in French and in English; 5. Students investigate navigating websites and apps in French.
<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. 29, Act. 13; 2. p. 115, Act. 1, Ét. 1-2; 3. p. 171, Act. 4 4. p. 223, Act. 2, Ét. 1-2 (Explorer/Unité 5/Rencontre interculturelle/Act. 2, Ét. 1); 5. pp. 274-277, Rencontre Interculturelle. 	<ol style="list-style-type: none"> 1. Students learn about the different rooms/areas/ locations within a French school and then reflect on what they have in their own schools that does not exist in a French school; 2. Students select activities in which their counterparts take part in Quebec; They then, compare the activities to activities selected by their classmates; 3. Students discuss how Paris is different from their own town or city; 4. Students compare the lives and cultures of 2 French videobloggers. They then compare the videobloggers’ lives with their own. 5. Students read and learn about the country of Cameroun through videoblogger, Brenda. Students learn about her life/culture and compare it to the five other videobloggers in the level 2 text.

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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. 138-139, Act. 17, Ét. 1-2; 2. pp. 140-141, Act. 18, Ét. 1-3 (Explorer/Unité 3/ Comment dit-on? 2/Act. 18, Ét. 1); 3. p. 146, J'avance 2 (Explorer/Unité 3/J'avance 2); 4. pp. 149-150, Act. 22, Ét. 1-2 (Explorer/Unité 3/ Comment dit-on? 3/Act. 23, Ét. 1); 5. p. 157, J'avance 3 (Explorer/Unité 3/J'avance 3). 	<ol style="list-style-type: none"> 1. Students read about volunteer opportunities in French-speaking countries and acquire vocabulary related to potential volunteer internships; 2. Students view a video regarding a Haitian who teaches literacy to his fellow citizens. Students compare his work to the work of volunteers they personally know. 3. Students view a video to find out the traits that are important for volunteerism, at home or abroad. They nominate someone they know as a model volunteer. 4. Learners watch a public service announcement on volunteerism in Quebec. using the video, they list words and phrases they understand regarding the positive impact of volunteers. Then they create a promotional poster regarding volunteerism. 5. Students read about the work of 3 Canadian volunteers. They then discuss those volunteers' options in an online forum. Finally, they create a video to announce the service project they prefer.
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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 2, Teacher Edition, Red embedded notes; 2. Explorer/Resources/Découvrons, Structure en avant, and Strategies; 3. Explorer/Instructional Strategies Toolkit; 4. pp. 376-397, 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, J'avance; 2. p. xxvi, Can-Do Statements; 3. pp. 334-361, 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. 35, Act. 19, Ét. 1; 2. p. 49, J'avance 3, Ét. 2 (Explorer/Unité 1/J'avance 3); 3. p. 97, Act. 24, Ét. 1-2; 3. p. 179, Act. 8, Ét. 2; 4. pp. 270-271, J'y arrive, Presentational Assessment (Explorer/Unité 5/J'y arrive). 	<ul style="list-style-type: none"> 1. Students choose which adult school personalities they wish to write about in a mini-biography; 2. Students participate in an online discussion forum, sharing feedback to contestants in an online competition; 3. Students choose a francophone country's cuisine to highlight in an invitation they create for their classmates; 4. Students write a poem using French words and phrases to represent their own city or town; 5. Students share information regarding any topic of adolescent well-being and health through a video they create.
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. 327-332, Can-do Statements, Mon progrès interculturel; 3. p. xxxi, Zoom culture; 4. p. xxx, Rencontre interculturel; 5. pp. 36, 44, 63, 92, 93, 163, 274. 	<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 2 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.