

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, es. B (Comunicazione orale); 2. p. 85, es. C (Explorer/Sito Due/Vocabolario/ Esercizio C); 3. p. 85, es. B (Explorer/Sito Due/Vocabolario/ Esercizio B); 4. p. 89, es. A (Comunicazione Orale); 5. p. 184, Teacher Edition (TE) Teacher’s note for Interpersonal Mode. 	<ol style="list-style-type: none"> 1. Students follow the guided conversation to comment on things they agree and disagree upon; 2. Students work together to create original communication about setting the table in their own home; 3. Students read and interpret a written conversation; 4. Students work together and create spoken conversation about table settings; 5. Students have the opportunity to talk in pairs about an image of a room.
<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. 63, Lettura (Explorer/Sito Uno/Ascolto, Lettura, Scrittura/Lettura); 2. p. 88, Lettura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Lettura); 3. p 107, Ascolto 1 (Explorer Sito Tre/Ascolto, Lettura, Scrittura/Ascolto 1); 4. p. 108, Teacher Notes #2; 5. p. 111, Teacher Notes #2. 	<ol style="list-style-type: none"> 1. Students read, interpret, and analyze a passage about an Italian author; 2. Students are able to read, interpret, and analyze a passage about a famous business owner; 3. Students interpret a conversation about a trip; 4. Students watch an authentic video clip of Italian motociclismo; 5. Students are view, understand, and analyze a short video clip about an Italian city.

<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. 79, es. B (Explorer/Sito; Due/Grammatica/ Esercizio B); 2. p. 89, Scrittura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Scrittura); 3. p. 134, Teacher Notes (presentational mode-written); 4. p. 149, es. A, Teacher Notes #1 and #2; 5. p. 166, Teacher Notes #3. 	<ol style="list-style-type: none"> 1. Students inform and explain to classmates; 2. Students present on a topic by giving instructions on how to prepare something; 3. Students write about Vieste; 4. Students explain about two friends in a spoken presentation; 5. Students look at pictures, do additional internet research and use the cultural information provided to adapt and use in order to present on a topic.
<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. 72, Teacher Note; 2. p. 156, Teacher Note #1; 3. p. 196, Teacher Note #4; 4. p. 206, Teacher Note #7; 5. p. 237, Discuss the proverb. 	<ol style="list-style-type: none"> 1. Students reflect on the practices and perspectives using the target language by investigating the difference between formal and informal commands; 2. Students use the target language to discuss the practice of name days in the Italian culture; 3. Students reflect on the practices and perspectives of the culture studied when asked to compare Italian and American calendars; 4. Students watch a video about different Italian professionals. 5. Students discuss the proverb "Rome wasn't built in a day."

<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. 88, Lettura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Lettura); 2. p. 111, Cultura; 3. p. 115, Discuss the proverb; 4. p. 137, Lettura, Teacher Note on the Interpretive Mode; 5. p. 187, Lettura, Teacher Note on the Interpretive Mode. 	<ol style="list-style-type: none"> 1. Students read about products and perspectives of the culture studied by reading about Andrea Illy; 2. Students investigate, explain, and reflect upon the relationship between products and practices in the form of a project on the region; 3. Students investigate and reflect on the proverb “Do your own thing well.”; 4. Students investigate the relationship between the products and perspectives associated with technology in Italy; 5. Students investigate and reflect on the practices and perspectives associated with Campobasso.
<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. 63, Lettura (Explorer/Sito Uno/Ascolto, Lettura, Scrittura/Lettura); 2. p. 95, Objectives and Per Chiacchierare; 3. p. 137, Lettura, Teacher Note on the Interpretive Mode; 4. p. 164, Lettura (Explorer/Sito Cinque/Ascolto, Lettura, Scrittura/Lettura); 5. p. 245, es. IV (Sito Nove/Ripasso di Sito Tre/ Esercizio IV). 	<ol style="list-style-type: none"> 1. Students develop critical thinking while learning about Grazia Deladda and discussing her famous quote; 2. Students solve problems creatively while developing critical thinking skills to discuss objectives and essential questions of the unit; 3. Students build, reinforce, and expand their knowledge of technology such as cell phones, tablets, etc. 4. Students build, reinforce and expand their knowledge of history while reading about Gabriele D’Annunzio; 5. Students develop critical thinking in rereading a text about recycling.

<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. 63, Teacher Notes #4; 2. p. 130, Comparativi, 2; 3. p. 173, Attenzione; 4. p. 195, Discuss the proverb; 5. p. 219, Discuss the proverb. 	<ol style="list-style-type: none"> 1. Students use the target language to investigate the nature of the Italian language dialects and compare them their own language; 2. Students investigate, explain, and reflect on the similarities and differences between comparative and superlative words in the target language and compare them to their own; 3. Students reflect on the nature of the language by comparing the frequency of usage of the present progressive tense in Italian to that of English; 4. Students discuss and explain the proverb “Love, cough, and smoke are hard to hide.”; 5. Students discuss and explain the proverb “The melody has changed but the song remains the same.”
<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. 65, Teacher Notes #2 and #3; 2. p. 188, Scrittura; 3. p. 215, Cultura, Suggestions #1-3; 4. p. 233, Cultura; 5. p. 248, Teacher Note on Interpretive Mode. 	<ol style="list-style-type: none"> 1. Students investigate, explain, and reflect on the concept of culture through comparisons by doing research on a topic of interest and demonstrating what they learned in the presentational mode; 2. Students investigate, explain, and reflect on the concept of culture through comparisons by completing a project in the interpretive mode; 3. Students investigate, explain, and reflect on the concept of culture through comparisons by watching short video clips; 4. Students investigate, explain, and reflect on Valle d’Aosta. 5. Students investigate cultural aspects of technology as they relate to Italian and their own culture.

<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. Sito Due Esamini, Temta (Explorer/Sito Due/Esamini/Sitode Due Esamini SE); 2. Sito Quattro Esamini (Explorer/Sito Quattro/Esamini/Sitode Quattro Esamini SE); 3. Sito Sette Esamini (Explorer/Sito Sette/Esamini/Sitode Sette Esamini SE); 4. p.188, Scrittura (Explorer/Sito Sei/Ascolto, Lettura, Scrittura/Scrittura); 5. p. 214, Scrittura (Explorer/Sito Sette/Ascolto, Lettura, Scrittura/Scrittura). 	<ol style="list-style-type: none"> 1. Students look for simple recipes in English and translate them into Italian for their class' Italian recipe book; 2. Students write about what technology they use all the time and how; 3. Students write about what career they would like to pursue in the future; 4. Students create a tourist brochure of the cities they will visit if they go to Italy; 5. Students write about how they would help the members of their community with a million dollars.
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CATEGORY 2: Access and Equity		
	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>	<ol style="list-style-type: none"> 1. Rubrics for teachers housed on Learning Site; 2. Teacher Edition notes in book; 3. Learning Site/Instructional Strategies Toolkit; 4. Links to cultural websites in Explorer in Teacher Resources folder; 5. Opening pages of the Teacher Editing, including pp. iii-xiv. 	<ol style="list-style-type: none"> 1. This folder provides instructors with rubrics for various modes of communication; 2. These notes provide information to teachers about resources available online, things to point out/ remind students of, answers, teaching suggestions, and more; 3. 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; 4. This folder provides added information and resources for teachers such as song resources, authentic resources and links to great websites; 5. This Front Matter section provides teachers with teaching suggestions, layout of the text, and other helpful hints.
<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>	<ol style="list-style-type: none"> 1. pp. 1-45, Chiarissimo Due - review page and Teacher Notes; 2. Explorer/Risorse per l'Insegnante; 3. Learning Site/Instructional Strategies Toolkit; 4. pp. 236-261, Sito Nove; 5. pp. 277-283, Index. 	<ol style="list-style-type: none"> 1. This first chapter is a review of material in Chiarissimo Uno; 2. Teacher resources include answer keys, audio scripts, rubrics, links to useful resource; 3. 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; 4. Chapter Nine is a review of all previously presented material in the book; 5. This index contains all vocabulary grouped by theme, while verbs are in a separate category.

<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. 64, Scrittura (Explorer/ Sito Uno/Ascolto, Lettura, Scrittura/Scrittura); 2. p. 138, Scrittura (Explorer/Sito Quattro/Ascolto, Lettura, Scrittura/Scrittura); 3. p. 164, Teacher Note #4; 4. p. 165, Scrittura (Explorer/Sito Cinque/Ascolto, Lettura, Scrittura/Scrittura); 5. p. 231, Scrittura (Explorer/ Sito Otto/Ascolto, Lettura, Scrittura/Scrittura). 	<ol style="list-style-type: none"> 1. Students write a paragraph describing their typical summer day after returning to school; 2. Students write a paragraph based on an image; 3. Students generate a list of their “superupmini” and “superdonne” and in Italian, explain why these people make the list; 4. Students write about what their life will be like in ten years; 5. Students write a description of their ideal concert, what they would need, at what time it would begin, who would they invite to go with them, what would they do after the concert, and what would they not forget to bring.
<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. 3, Discuss the proverb; 2. p. 47, Discuss the proverb; 3. p. 61, Teacher Note #2; 4. p. 135, Teacher Note #2; 5. p. 157, Teacher Note #1. 	<ol style="list-style-type: none"> 1. Students discuss the meaning of the proverb “Without strong will, nothing is accomplished!”; 2. Students discuss the meaning of the proverb “Self-praise is no recommendation.”; 3. Students rewrite the “In Affitto” ad to reflect on their ideal house; 4. Students write a story about an image of Vieste that must include where Vieste is, what it looks like, and what it is known for; 5. Students write a story about an image of Pacentro.
<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>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>