

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. 32, Comunicazione Orale, es. B; 2. p. 76, es. C; 3. p. 81, Comunicazione Orale, es. A and B; 4. p. 103, Comunicazione Orale, es. A and B; 5. p. 202, Comunicazione Orale, es. A. 	<ol style="list-style-type: none"> 1. Students exchange information about personal preferences according to a model; 2. Students ask and answer open-ended questions about personal preferences; 3. Students exchange information to meet needs; 4. Students exchange opinions and negotiate meaning with the support of models and suggested useful expressions; 5. Students exchange information related to clothing and weather.
<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. 53, Lettura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Lettura); 2. p. 79, Ascolto 1 (Explorer/Sito Tre/Ascolto, Lettura, Scrittura/Ascolto 1); 3. p. 125, Scrittura (Explorer/Sito Cinque/Ascolto, Lettura, Scrittura/Scrittura); 4. p. 197, Teacher Edition (TE) Notes, Suggestion #6; 5. Explorer/Risorse per l’insegnante/Link Folder. 	<ol style="list-style-type: none"> 1. Students read, understand and analyze an email; 2. Students listen to a conversation and answer comprehension questions; 3. Students use the Internet to access and understand a current weather report to decide on appropriate activities; 4. Students view, interpret, and analyze authentic advertisements; 5. Students access and interpret authentic resources such as real Italian websites.

<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. 54, Scrittura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Scrittura); 2. p. 81, Scrittura (Explorer/Sito Tre/Ascolto, Lettura, Scrittura/Scrittura); 3. p. 210, TE Notes, Suggestion #4; 4. p. 242, Scrittura (Explorer/Sito Onze/Ascolto, Lettura, Scrittura/Scrittura); 5. p. 244, TE Notes, Suggestion #3. 	<ol style="list-style-type: none"> 1. Students write a short email to share personal information based on a prompt; 2. Students write sentences to narrate about their own lives; 3. Students explain and present on topics that happened in the past; 4. Students write a short composition based on a prompt; 5. Students present orally or in writing about a cultural topic of their choice based on Internet research.
<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. 23, es. A & B; 2. p. 113, TE Notes, Suggestion #3; 3. p. 117, TE Notes, Suggestion # 4 and Il pranzo; 4. pp. 120-121, La merenda/Lo spuntino and La cena; 5. Explorer/Risorse per l'insegnante/Link/How Italians have Breakfast and Drink Coffee. 	<ol style="list-style-type: none"> 1. Students distinguish between formal and informal salutations; 2. Students investigate the differences between temperature scales in Celcius and Fahrenheit; 3. Students investigate and discuss lunch preferences; 4. Students explore cultural practices related to meals; 5. Students view an authentic video about Italian breakfast practices.

<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, Come sarebbe il mondo senza...?; 2. p. 33, Cultura, TE Notes, Suggestion #1; 3. p. 56, Cultura, TE Notes, Suggestion #3; 4. p. 83, Più cultura and TE Notes, Suggestion #2; 5. p. 116, es. D and TE Note (Video in Explorer/Risorse per l'insegnante/Link/How Italians have Breakfast and Drink Coffee). 	<ol style="list-style-type: none"> 1. Students are introduced to a variety of cultural products related to art, cars, cinema, cities, literature, fashion, monuments, music, science, and famous people; 2. Students investigate and reflect upon the relationships between products and perspectives with a classmate; 3. Students investigate and explain the relationships between products and perspectives using the presentational mode; 4. Students read about monuments and places in Rome and do independent research on related topics of interest to gain an understanding of perspectives. 5. Students reflect on the relationship between products and perspectives by learning about how coffee plays a part in the Italian culture.
<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. 4-5, Come sarebbe il mondo senza...?; 2. p. 43, es. B (Explorer/Sito Due/Vocabolario/ Esercizio B); 3. p. 53, Lettura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Lettura); 4. p. 95, es. C (Explorer/Sito Quattro/Vocabolario/ Esercizio C); 5. p. 113, TE Notes, Suggestion #3. 	<ol style="list-style-type: none"> 1. Students are introduced to Italian contributions to the fields of art, cinema, literature, architecture, fashion, music, science, and more; 2. Students use Italian to expand their knowledge of math; 3. Students read an email about art and architecture in Milan and answer related questions; 4. Students use proficiency level appropriate Italian while also expanding their knowledge of math; 5. Students use online sources to investigate the differences between temperature scales, thereby developing critical thinking and problem solving skills as well as expanding their knowledge of math and science.

<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. 24, Alfabeto (Audio in Explorer/Sito Uno/ Vocabolario/Alfabeto A, B, C); 2. p. 48, es. A and B; 3. p. 61, Attenzione!; 4. p. 89, Espressioni idiomatiche con “avere”; 5. p. 94, Per Chiacchierare. 	<ol style="list-style-type: none"> 1. Students have the opportunity to compare the Italian sound system to their own as they learn the alphabet; 2. Students investigate and compare the use of gender for specific nouns in Italian and their language; 3. Students reflect on the nature of language through comparisons between Italian use of pronouns and their own; 4. Students reflect on the nature of Italian by investigating idiomatic expressions; 5. Students use critical thinking skills to expand on their knowledge of the roots of English words.
<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. 96, TE Notes, Suggestion #6; 2. p. 108, I sette giorni della settimana; 3. p. 115, es. D (Explorer/Sito Cinque/Vocabolario/ Esercizio D); 4. p 117, Il pranzo; 5. p. 121, La cena. 	<ol style="list-style-type: none"> 1. Students investigate the concept of culture through comparisons between Italian transportation schedules using the 24-hour clock and those in their communities; 2. Students use Italian to explain the Italian calendar and compare it to their own; 3. Students read about meal time practices and have the opportunity to compare them to their own; 4. Students read about lunch practices and have the opportunity to reflect and compare them to their own; 5. Students read about dinner practices and have the opportunity to reflect and compare them to 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. Sito Uno Esamino, Tema (Explorer/Sito Uno/Esamino/Sito Uno Esamino); 2. p. 54, Scrittura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Scrittura); 3. Sito Due Esamino, Tema (Explorer/Sito Due/Esamino/Sito Due Esamino); 4. pp. 101-102, Lettura and Scrittura, es. A (Explorer/Sito Quattro/Ascolto, Lettura, Scrittura/Lettura and Scrittura); 5. Sito Otto Esamino, Tema (Explorer/Sito Otto/Esamino/Sito Otto Esamino). 	<ol style="list-style-type: none"> 1. Students write an email to their aunt to describe likes, dislikes, and facts they have learned; 2. Students write a letter to a student in Lombardy to provide personal information; 3. Students write to a pen pal to introduce themselves; 4. Students read and respond to an email to exchange personal information with a teen from Sicily; 5. Students create an itinerary for family members planning a trip to Calabria.
---	---	--

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. p. vii, Instructor’s notes, Libro del professore; 2. pp. 52-57, Teacher Edition notes; 3. Rubrics (Explorer/Risorse per l’Insegnante/Rubriche); 4. Links to cultural websites (Explorer/Risorse per l’Insegnante/Link); 5. Instructional Strategies Toolkit (Learning Site/ Learning Tools/Instructional Strategies Toolkit). 	<ol style="list-style-type: none"> 1. Teachers access information about the layout of the textbook, teaching suggestions, and other helpful hints; 2. Teachers access notes that provide information about resources available online, things to point out to students, answers, teaching suggestions, and more; 3. Teachers access rubrics for assessing various modes of communication; 4. Teachers engage students with authentic resources such as songs, authentic websites, and more; 5. Teachers consult an online, searchable database of proven strategies that can be used to engage 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"> 1. p. 41, es. A and B, Esempios; 2. p. 41, Attenzione!; 3. pp. 52-57, TE notes; 4. Links to cultural websites (Explorer/Risorse per l’Insegnante/Link); 5. Instructional Strategies Toolkit (Learning Site/ Learning Tools/Instructional Strategies Toolkit). 	<ol style="list-style-type: none"> 1. Students follow models; 2. Students are reminded to notice language structures; 3. Teachers access notes that provide teaching suggestions; 4. Teachers access authentic materials that may be used for differentiation and extension; 5. Teachers access the Instructional Strategies Toolkit for a compendium of proven strategies for engaging students.

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. Sito Uno Esamino, Tema (Explorer/Sito Uno/Esamino/Sito Uno Esamino); 2. p. 54, Scrittura (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Scrittura); 3. p. 56, Cultura, TE Notes (Explorer/Sito Due/Ascolto, Lettura, Scrittura/Cultura); 4. Sito Due Esamino, Tema (Explorer/Sito Due/Esamino/Sito Due Esamino); 5. pp. 101-102, Lettura and Scrittura, es. A (Explorer/Sito Quattro/Ascolto, Lettura, Scrittura/Lettura and Scrittura). 	<ol style="list-style-type: none"> 1. Students write an email to their aunt to describe likes, dislikes, and facts they have learned; 2. Students write a letter to a student in Lombardy to provide personal information; 3. Students are encouraged to explore cultural topics of interest related to Lombardy; 4. Students write to a pen pal to introduce themselves; 5. Students read and respond to an email to exchange personal information with a teen from Sicily.
<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. 60-61, 131, 160, Images; 2. p. 87, Proverb; 3. p. 149, Per chiacchierare; 4. p. 189, Per chiacchierare; 5. p. 189, Proverb. 	<ol style="list-style-type: none"> 1. Students view images representing diversity; 2. Students discuss proverb encouraging inclusion and acceptance; 3. Students consider the nature of family; 4. Students reflect on the relative importance of outward appearance; 5. Students discuss proverb encouraging open-mindedness.
<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>