

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. 23, Sugerencias para el análisis del poema, #13;</p> <p>2. p. 153, Actividades para la Unidad 3, #7;</p> <p>3. p. 229, Cuestiones esenciales para la Unidad 1, #7 (Explorer/Capítulo 4/ Unidad 1/Conversaciones discussion forum option);</p> <p>4. p. 235, Temas de discusión y ensayos, #11;</p> <p>5. p. 326, Temas de discusión y ensayos, #7 (Explorer/Capítulo 5/Unidad 3/ Conversaciones discussion forum option).</p> <p>Note: Most items in Temas de discusión, Sugerencias para el análisis del poema, and other Cuestiones and Actividades will be able to be used for in-class conversations or online discussion.</p>	<p>1. Students negotiate the meaning of seasons in the poem;</p> <p>2. Students in the entire class talk about what other “pícaros” they know in popular culture;</p> <p>3. Students discuss the difference in the voice in these poems and others they have seen earlier;</p> <p>4. Students negotiate what are Romanticismo and Realismo;</p> <p>5. Students can discuss the theme of solitude online in Explorer.</p>

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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. Explorer/Capítulo 5/Unidad 5/Unidad completa/Evaluación y práctica/Prueba de la Unidad; 2. p. 234, Sugerencias para el análisis del cuento, #2; 3. p. 336, Sugerencias para el análisis del cuento, #1; 4. p. 381, Sugerencias para análisis del cuento, #1. 5. p. 489, Cuestiones esenciales para la Unidad 6, #1; <p>Note: Most items in the Sugerencias para el análisis del poema, and some items in the Temas de discusión, Cuestiones, and Actividades will allow students to understand, interpret, analyze an authentic print text or image, with some interpretive listening support in Explorer.</p>	<ol style="list-style-type: none"> 1. Students listen to the poem “La que comprende” and answer multiple choice questions based on the poem; 2. Students make a list of what the character does in the story, and comment on how those reflect on the character’s socioeconomic situation; 3. Students analyze the meaning of a few fictional passages; 4. Students analyze the meaning of the phrase that words have an independent reality and “taxation” and give specific examples from the story. 5. Students interpret a photograph based on the fiction they have read and make connections to socioeconomic and cultural issues;
<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. 13, Temas de discusión y ensayos, #6; 2. p. 61, Cuestiones esenciales para la Unidad 2, #8; 3. p. 242, Temas de discusión y ensayos, #6; 4. p. 263, Temas de discusión y ensayos, #7; 5. p. 487, Temas de discusión y ensayos, #3. <p>Note: Most items in the Sugerencias para el análisis del poema, and some items in the Temas de discusión, Cuestiones, and Actividades will allow students to present their point of view for a variety of audiences.</p>	<ol style="list-style-type: none"> 1. Students present and inform about how what they have read relates to the motion picture world; 2. Students read several phrases by Bratolomé de las Casas and compare how those differ from the point of view of Cortés; 3. Students compare and contrast the story with “Mi caballo mago” with respect to education parents give their children; 4. Students write about the different attitudes in Spain and the U.S. after Spain loses some territories like Cuba and Puerto Rico; 5. Students reflect on prejudice and other realities of American life.

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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. 9, Temas de discusión y ensayos, #2; 2. p. 60, Cuestiones esenciales para la Unidad 2, #2; 3. p. 383, Actividades para la Unidad 3, #16; 4. p. 490, Cuestiones esenciales para la Unidad 6, #7; 5. p. 490, Cuestiones esenciales para la Unidad 6, #10. 	<ol style="list-style-type: none"> 1. Students investigate the relationship between morals Juan Manuel employs and how they would be interpreted then vs today or in different cultures; 2. Students compare how different perspectives affect how history is told, and are invited to share their perspective for comparison; 3. Students explain the relationship between the Flower War and human sacrifices; 4. Students reflect on the relationship between the practices and perspectives of the two de Rivera stories; 5. Students analyze and explain the practices and perspectives of minority groups vs majority/dominant groups within the context of La noche buena.
<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. 14, Actividades Romance, #7 and #8; 2. p. 38, Cuestiones esenciales para la Unidad 1, #9; 3. p. 109, Sugerencias para el análisis del Capítulo I, #8; 4. p. 263, Temas de discusión y ensayos, #7; 5. p. 488, Actividades para la Unidad 6, #11. 	<ol style="list-style-type: none"> 1. Students are presented with and investigate the relationship between products and perspectives of Christian-influenced art vs Arab-influenced art in Spain; 2. Students investigate the relationship between how perspectives have changed from the Baroque era to the modern age based on examples from literature and new phenomena; 3. Students explain the relationship between naming things and what Don Quijote does; 4. Students explain the difference in attitudes towards Spain and the United States after the independence of South American countries; 5. Students are asked to investigate movies on emigration/immigration not limited to the Americas, and share which one they would recommend to the class.

<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. 121 Sugerencias para el análisis y la discusión del Capítulo III; 2. p. 155, Cuestiones esenciales para la Unidad 3, #2; 3. p. 243, Actividades para la Unidad 2, #2; 4. p. 265, Cuestiones esenciales para la Unidad 3, #4; 5. p. 403, Actividades para la Unidad 4, #5. 	<ol style="list-style-type: none"> 1. Students list, number, and analyze the differences between all the people that Don Quijote comes in contact with; 2. Students evaluate how values may have changed between the time Lazarillo de Tormes was written and today due to socioeconomic changes; 3. Students reach conclusions on geographic and economic situation in Galicia, observing its relative isolation from Spain and explaining the difference in language; 4. Students make connections with their history class and how the poem “A Roosevelt” reflects on different histories; 5. Students comment on whether there is more alienation in today’s society due to new technologies such as texting, etc.
<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. 34, Temas de discusión y ensayos, #4; 2. p. 37, Cuestiones para la Unidad 1, #6; 3. p. 312, Temas de discusión y ensayos, #3; 4. p. 467, Actividades para la Unidad 5, #14; 5. p. 488, Actividades para la Unidad 6, #2. 	<ol style="list-style-type: none"> 1. Students compare the language of Sor Juana with the language of other feminist writers they may know; 2. Students compare the notion of carpe diem in the movie Dead Poet’s Society (1989) and the poems of Garcilaso and Góngora; 3. Students comment on the effect of having an English title for a Spanish poem (“Walking Around”); 4. Students read The National of Sojourner Truth and compare her detailed narrative on being a slave to Morejón’s poem; 5. Students find out what geographic names in Spanish in the United States mean and what their origin is.

<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. 61, Cuestiones esenciales para la Unidad 2, #5; 2. p. 243, Actividades para la Unidad 2, #1; 3. p. 263, Temas de discusión y ensayos, #6; 4. p. 466, Actividades para la Unidad 5, #6; 5. p. 469, Cuestiones esenciales para la Unidad 5, #16. 	<ol style="list-style-type: none"> 1. Students compare what they know about the history of the United States and early colonization to Martín (the first mestizo of the New World); 2. Students discuss who could be comparable to Pardo Bazán in the United States; 3. Students compare the position of Martí and Darío towards the United States; 4. Students compare the feminist movements in South America, the United States, and Spain; 5. Students compare “Mujer negra” to an Afro-American work from the United States.
<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. 34, Temas de discusión y ensayos, #5; 2. p. 385, Cuestiones esenciales para la Unidad 3, #2; 3. p. 467, Actividades para la Unidad 5, #20; 4. p. 488, Actividades para la Unidad 6, #10; 5. p. 490, Cuestiones esenciales para la Unidad 6, #14. 	<ol style="list-style-type: none"> 1. Students have to find examples of the same type of hypocrisy Sor Juana experienced in their communities; 2. Students explore movies that push the limits of what is reality in their communities; 3. Students explore the meaning of mothers in movies in their community; 4. Students interview Spanish-speaking immigrants in their community to talk to them about difficulties, advantages, and hopes for the future; 5. Students interview people in their community to ask them how much things have changes since “. . . y no se lo tragó la tierra” was written.

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. Azulejo Teacher Edition, Notas para el profesor; 2. Azulejo Teacher Edition, Sugerencias para el análisis del cuento; 3. Azulejo Teacher Edition, Temas de discusión y ensayos; 4. Azulejo Teacher Edition, Appendix IV; 5. Explorer/Recursos generales; 6. Learning Site/Instructional Strategies Toolkit. 	<ol style="list-style-type: none"> 1. Notas para el profesor for each unit which will help lead the discussion with students and also give differentiation and scaffolding tips as needed; 2. Sugerencias para el análisis del cuento are suggested answers for each unit; 3. Temas de discusión y ensayos are suggested answers for each unit; 4. AP® Spanish Literature and Culture Course Syllabus helps teachers pace their course according to their group of students; 5. Explorer Recursos generales is where teachers will find answer keys, AP® Spanish Literature and Culture Course Sample Exam, other additional resources; 6. Learning Site, Instructional Strategies Toolkit is 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"> 1. Explorer/Capítulo 1/Unidad 1/ Romances/Recursos; 2. Explorer/Capítulo 2/Unidad 4/Tirso de Molina/Recursos; 3. Explorer/Capítulo 4/Unidad 3/Jose Martí/Recursos; 4. Explorer/Capítulo 5/Unidad 3/Isabel Allende/Recursos; 5. Explorer/Recursos generales/Materiales de audio/Audios and Audio Scripts. 	<ol style="list-style-type: none"> 1. Students explore different Romances and poems accompanied by music to help them learn about various Spanish cities and better comprehend the authentic texts; 2. Students explore various print and audiovisual resources on Tirso de Molina; 3. Students explore print and audiovisual resources on José Martí; 4. Students explore print and audiovisual resources on Isabel Allende; 5. If at any point students need more reinforcement, aside from other resources, Wayside provides audio files and audio scripts as needed for students who require additional attention.

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<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. 14, Actividades Romance, #4; 2. p. 36, Actividades para la Unidad 1, #10; 3. p. 312, Temas de discusión y ensayos, #2; 4. p. 412, Temas de discusión y ensayos, #2; 5. p. 476, Temas de discusión y ensayos, #1. 	<ol style="list-style-type: none"> 1. Students present on the Arab occupation of Spain; 2. Students make a presentation as Sor Juana and can express themselves as long as they also respect her voice; 3. Students comment on the use of surrealist images and what emotions they evoke; 4. Students offer examples of how “A Julia de Burgos” relates to feelings or ideas that may be emerging today; 5. Students choose what the fundamental theme is to them in “Mi caballo mago.”
<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. 16, Cuestiones esenciales para la Unidad #1; 2. p. 37, Cuestiones esenciales para la Unidad 1, #1; 3. p. 229, Cuestiones para la Unidad 1, #6; 4. p. 264, Actividades para la Unidad 3, #8; 5. p. 382, Actividades para la Unidad 3, #10. 	<ol style="list-style-type: none"> 1. Students compare an image from the 11th century to the “Romance de la pérdida de Alhama” to compare the position of women; 2. Students analyze the canon of beauty as represented in the painting Nacimiento de Venus (1486) by Sandro Botticelli and how women are represented in Garcilaso y Góngora; 3. Students compare the painting Arrufos Spats (1887) and the poem “Volverán las oscuras golondrinas” and explain the romantic/intimate elements in each; 4. Students investigate films that show overt and covert U.S. intervention in South America; 5. Students compare the film “Being John Malkovich” (1999) to “Being Borges.”
<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>