

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. 	<ol style="list-style-type: none"> 1. p. 41, Act. 18, Pasos 2B, 3A, and 3B; 2. p. 73, Act. 6, Paso 3; 3. p. 125, Act. 4, Pasos 1-3; 4. p. 135, Act. 7, Pasos 2-3; 5. p. 237, Act. 5, Paso 3. 	<ol style="list-style-type: none"> 1. Students create original spoken communication by talking in pairs to learn information and then justifying their responses in small groups; 2. Students negotiate meaning in spoken conversation; 3. Students negotiate meaning in written and spoken conversation by exchanging text messages and then discussing similarities and differences with a classmate; 4. Student create original spoken communication by describing places and locations in their community in an interview with a classmate; 5. Students talk in small groups to use culturally appropriate expressions to extend, accept, and decline invitations.
<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 17, Act. 6, Pasos 1-2 (Video in Explorer/ Unidad 1/Comunica y Explora A/Así se dice 1); 2. p. 50, Act. 23, Pasos 2A-2B (Video in Explorer/ Unidad 1/Comunica y Explora B/Así se dice 9); 2. p. 128, Act. 5, Pasos 1-2; 3. pp. 144-145, Act. 11, Pasos 1-2B (Audio in Explorer/ Unidad 3/Comunica y Explora A/Así se dice 4); 5. p. 299, Act. 4, Pasos 2A-2B. 	<ol style="list-style-type: none"> 1. Students understand, interpret, and analyze an authentic video by checking off words they hear and answering questions; 2. Students interpret and analyze what is viewed in an authentic video talking about a school in Ecuador; 3. Students read about the layout of communities in Nicaragua in order to compare it to their own; 4. Students interpret and analyze what is heard by putting photos in order, taking notes, and retelling events to a partner; 5. Students understand, interpret, and analyze an infographic by reading, looking at photos, and talking to a classmate.

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<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. 71, Act. 5, ¡Prepárate!; 2. p. 166, Act.18, ¡Prepárate! (Forum in Explorer/ Unidad 3/Comunica y Explora B/Así se dice 8); 3. p. 169, Presentational Assessment, Paso 2; 4. p. 197, Act. 8, ¡Prepárate!; 5. p. 301, Act. 4, Paso 3; 6. p. 318, En camino A, Paso 3. 	<ol style="list-style-type: none"> 1. Students record what type of family they would like to have in the future; 2. Students investigate, present information, and respond to questions on a digital forum about volunteer projects in Nicaragua; 3. Students create a written flyer to inform and persuade an audience; 4. Students give spoken directions to an adult to explain how to make their favorite recipe; 5. Students respond to text messages to tell someone information about what they should do at the airport; 6. Student write a creative story or dialogue between two people about imaginary trip.
<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.105, Act. 17, Paso 3, Reflexión intercultural and ¡Prepárate! (Video and Discussion Forum in Explorer/ Unidad 2/Comunica y Explora B/Así se dice 7); 2. pp. 160-161, Act 17, Pasos 2-4B and Reflexión intercultural (Video and Discussion Forum in Explorer/ Unidad 3/Comunica y Explora A/Así se dice 7); 3. p. 199, Reflexión intercultural (Discussion Forum in Explorer/Unidad 4/Comunica y Explora A/Así se dice 6); 4. p. 234, Enfoque cultural, Reflexión intercultural, and Paso 2A (Discussion Forum in Explorer/Unidad 5/ Comunica y Explora A/Así se dice 1); 5. pp. 323-324, Act. 11, Pasos 2-3, Enfoque cultural, and ¡Prepárate! (Video in Explorer/Unidad 6/Comunica y Explora B/Así se dice 6). 	<ol style="list-style-type: none"> 1. Students watch a video about families in Mexico, reflect on their family values and those in their own culture, and write about family values in the future; 2. Students read an article, watch an authentic video, and discuss how community members contribute to a celebration in Guatemala; 3. Students identify what food would be culturally appropriate at different times of the day in Spanish-speaking cultures; 4. Students read about how friends greet each other in Spanish-speaking countries and then use the target language to describe how they greet their friends; 5. Students watch an authentic video to discuss and write how community-based tourism affects communities.

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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. 78, “Pelos” por Sandra Cisneros and Enfoque cultural; 2. pp. 128-129, Act. 5, Pasos 1-3 and Enfoque cultural; 3. p. 130, Enfoque cultural and Reflexión intercultural (Discussion Forum in Explorer/Unidad 3/Comunica y Explora A/Así se dice 1); 4. p. 143, Act. 10, ¡Prepárate!, Reflexión intercultural, and Enfoque cultural (Discussion Forum in Explorer/Unidad 3/Comunica y Explora A/Así se dice 4); 5. p. 189, Enfoque cultural (Discussion Forum in Explorer/Unidad 4/Comunica y Explora A/Así se dice 3). 	<ol style="list-style-type: none"> 1. Students read an excerpt from “La casa en Mango Street” and learn about the author to appreciate Mexican-American contributions to literature; 2. Students explore monuments and symbols that reflect Nicaraguan identity and compare them to those in their communities; 3. Students consider and reflect on the iconic images used on stamps and money to understand the values of Nicaraguan people; 4. Students learn about typical modes of transportation in Central America and compare perspectives about their use; 5. Students learn about typical Cuban desserts and compare them to those in their community.
<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. 111, En camino B, Paso 1 (Video in Explorer/Unidad 2/Comunica y Explora B/En camino B); 2. pp. 158-159, Act. 16, Paso 1-3 (Video in Explorer/Unidad 3/Comunica y Explora B/Así se dice 6); 3. p. 210, Act. 13, Paso 1; 4. p. 248, Act. 9, Paso 2; 5. pp. 264-265, Act. 13, Pasos 3A-3B. 	<ol style="list-style-type: none"> 1. Students watch an authentic video to learn about changes to families in Mexico; 2. Students explore holidays in Spanish-speaking countries and compare them to those in their community; 3. Students read an authentic infographic comparing flu and cold symptoms; 4. Students read literary selection by Pablo Neruda about Machu Picchu; 5. Students consult a catalog and listen to three students to decide what they bought within a certain budget.

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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. 237, Detalle gramatical; 2. p. 239, ¿Qué observas?; 3. p. 256, ¿Qué observas?; 4. p. 312, Recuerda. 	<ol style="list-style-type: none"> 1. 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; 2. 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; 3. Learners are presented with the opportunity to reflect on the nature of the language through comparisons of the language studied and their own; 4. 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.
<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. 9, Act. 3, Paso 1B; 2. pp. 15-16, Act. 5, Pasos 1-3 (Video in Explorer/Unidad 1/Comunica y Explora A/Así se dice 1); 3. pp. 93-95, Act. 5 Pasos 1-4, Enfoque cultural, and Reflexión intercultural (Video and Discussion Forum in Explorer/Unidad 2/Comunica y Explora B/Introducción); 4. p. 129, Act. 5, Paso 2; 5. p. 228, Act. 1, Pasos 1-2 (Video in Explorer/Unidad 5/¿Te acuerdas?). 	<ol style="list-style-type: none"> 1. Students identify similarities and differences between a school calendar in Ecuador and their own; 2. Students watch a video about a bilingual school in Ecuador and compare it to their own; 3. After watching an authentic video about families and completing Act. 5, students reflect on the concept of family in the Spanish-speaking world and in their community; 4. Students use a Venn diagram to compare places in their community to those in Latin American communities; 5. Students watch a video about free-time activities of Mexican students and compare them to their own.

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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. 34, En camino A, Pasos 2-3 (Materials in Explorer/Unidad 1/En camino A);2. p. 167, En camino B, Paso 3 (Discussion Forum in Explorer/Unidad 3/En camino B);3. p. 219, En camino B, Paso 2 (Materials in Explorer/Unidad 4/En camino B);4. p. 318, En camino A, Paso 2 (Materials and Audio in Explorer/Unidad 6/En camino A);5. p. 340, Estrategias (Video in Explorer/Unidad 6/Comunica y Explora B/Así se dice 9).	<ol style="list-style-type: none">1. Students read and respond to an email from a future exchange student and create an informational brochure about the school for all exchange students;2. Students answer questions from a news reporter to describe a festival in a simulated conversation;3. Students are paired randomly to role-play a conversation between a doctor and a patient;4. Students converse with airline personnel in simulated conversations;5. Students watch a video that presents strategies for culturally sensitive travel and interactions.
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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"> pp. 2, 4, 5, 12, 17, Teacher Edition (TE) notes; pp. 6-13, ¿Te acuerdas?, Act. 1-4; pp. 450-469, Appendix F, Instructional Strategies; Instructional Strategies Toolkit (Explorer/Learning Tools). 	<ol style="list-style-type: none"> Teachers are supported by ample TE notes throughout that contain additional information and suggestions for implementing activities; Teachers use this review section (in each unit) to activate prior knowledge related to the unit theme; Teachers access recommended strategies for presenting information, implementing activities, and assessing output for each unit; Teachers access an online, searchable database of instructional strategies for engaging students and differentiating instruction.
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"> p. 19, TE notes; p. 20, Act. 8, Paso 4 (Diagrama de VENN Graphic Organizer in Explorer/Recursos/Organizadores Gráficos); p. 27, Observa 1 (Observa: Apuntes Graphic Organizer in Explorer/Recursos/Organizadores Gráficos); pp. 93-94, Act. 12, Pasos 1-4, ¡Prepárate! (Video in Explorer/Unidad 2/Comunica y Explora B, Introducción); pp. 208-209, 215, Detalle gramatical, Además se dice, Recuerda, Estrategias, and Expresiones útiles (Estrategias Video in Explorer/Unidad 4/Comunica y Explora B/Así se dice 8). 	<ol style="list-style-type: none"> Teacher notes provide suggestions for differentiating and scaffolding activities; Students use a Venn diagram to identify similarities and differences between school schedules; Students use a graphic organizer to guide them in a Think-Pair-Share grammar discovery process; Sidebar boxes provide just-in-time support via quick grammar reminders, useful vocabulary, and student learning strategies; Students work through scaffolded Pasos in all modes of communication, supported by models, graphic organizers, and sidebar boxes, culminating in a presentational activity that allows them to synthesize all of the information into original communication.

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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. 3, Preguntas esenciales (Discussion Forum in Explorer/Unidad 1); 2. pp. 4-5, Encuentro intercultural (Video and Extensión activity in Explorer/Unidad 1/Encuentro intercultural); 3. p. 121, Act. 1, Pasos 2A-2B; 4. p. 121, Enfoque cultural and TE note (Discussion Forum in Explorer/Unidad 3/¿Te acuerdas?); 5. p. 184, Act. 5, Paso 4. 	<ol style="list-style-type: none"> 1. Students reflect on Essential Questions and exchange ideas throughout the course of the unit in a discussion forum; 2. Students are introduced to the richness and variety of Spanish-speaking cultures by watching a video by a young videoblogger, learning about the country of origin, and comparing the culture to their own; 3. Students reflect on their own identity and write an email to the unit videoblogger to share information; 4. Students consider their own cultural perspectives prior to reading about target cultures and exchange ideas in a discussion forum; 5. Students exchange and justify opinions about food preferences.
<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. 62-63, Images and Act. 1, Paso 4, Modelo; 2. p. 76, TE note about nicknames; 3. p. 117, Images; 4. pp. 126, 197, 263 and 344, Images; 5. p. 340, Estrategias (Video in Explorer/Unidad 6/ Comunica y Explora B/Así se dice 9). 	<ol style="list-style-type: none"> 1. Students view images and read a Modelo representing a variety of family configurations of diverse backgrounds; 2. Teachers access a note related to sensitivity toward cultural norms; 3. Images of diverse families, including same-sex parents; 4. Images of individuals with disabilities; 5. Students watch a learning strategies video about Culturally Sensitive Travel.
<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>