

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. 73, Act. 3, Pasos 1 and 6; 2. p. 125, Act. 3, Paso 2c; 3. p. 145, En camino A, Paso 3; 4. p. 234, Act. 3, Paso 4; 5. p. 300, Reflexión intercultural. 	<ol style="list-style-type: none"> 1. Students work in pairs or small groups to discuss personal preferences and real-world situations; 2. Students compare/contrast healthy eating habits with classmates; 3. Students share suggestions on how to improve personal plans for healthier living; 4. Students exchange discussion forum messages on why working now can be beneficial for their futures; 5. Students write personal reflections about celebrating human rights and comment on others' posts.
<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. 36, Act. 12, Paso 1 (Explorer/Unidad 1/Comunica y Explora B/Así se dice 5/Actividad 12 Paso 1); 2. pp. 133-134, Act. 6, Pasos 2-4; 3. p. 182, Act. 4, Paso 1; 4. p. 188, Act. 5, Paso 2 (Explorer/Unidad 5/Comunica y Explora A/Así se dice 4/Actividad 5 Paso 2); 5. p. 260, Act. 9, Paso 2. 	<ol style="list-style-type: none"> 1. Students listen to a podcast about leisure-time activities a teen in Spain enjoys; 2. Students interpret a poem and make connections to other cultural celebrations; 3. Students interpret an infographic about saving water and compare to their own experiences; 4. Students watch a video about sustainable habits and complete pre-, during- and post-viewing activities to support comprehension; 5. Students read and analyze an informative text.

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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. 58, Act. preliminar, Paso 2; 2. p. 101, Act. 10, ¿Qué aprendiste?; 3. p. 141, Act. 8, Paso 1; 4. p. 197, Act. 7, ¿Qué aprendiste?; 5. p. 211, Act. 12, Paso 4. 	<ol style="list-style-type: none"> 1. Students work in small groups to write their own definitions of digital citizenship; 2. Students write personalized responses to an infographic they have analyzed; 3. Students create an infographic or poster about the benefits of exercise and then present it to other classmates; 4. Students write a persuasive message about using public transportation; 5. Students design their own home vegetable garden and present it to other classmates.
<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. 11, Enfoque cultural; 2. p. 120, Enfoque cultural; 3. p. 232, Enfoque cultural; 4. p. 241, Enfoque cultural; 5. p. 313, Enfoque cultural. 	<ol style="list-style-type: none"> 1. Students investigate the practice of enjoying tapas and drinks at a Spanish “bar” and make connections to their own communities; 2. Students investigate the practice of bringing a host/hostess gift when invited to dinner and reflect on and make connections to similar practices in their own cultures; 3. Students investigate the practice of businesses and stores often having shorter operating hours than in the U.S., and reflect and make connections to their own communities; 4. Students investigate the practice of many teens in Spanish-speaking countries not entering the workforce during secondary school, and reflect and make connections to their own experiences; 5. Students investigate “el tango” and how its practice and cultural significance has evolved over time, making comparisons with other forms of artistic expression in their own cultures.

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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. 24, Enfoque cultural; 2. p. 61, Enfoque cultural; 3. p. 116, Enfoque cultural; 4. p. 176, Enfoque cultural; 5. p. 281, Enfoque cultural. 	<ol style="list-style-type: none"> 1. Students compare “chocolate con churros” with a similar product and practice in their culture, discussing what perspective its brings; 2. Students investigate the metro of Santiago, Chile and reflect on the perspectives presented via its social media account; 3. Students investigate music from the Caribbean region of Colombia and compare it music, rhythm and dance of their own cultures, identifying what can be transmitted culturally via the arts; 4. Students investigate the history of “los molinos” in La Mancha, Spain, and reflect on how renewable energy has been a significant product of the area for centuries; 5. Students investigate the history of mate, and compare it to a similar drink or dish in their community that unites all people, reflecting the associated practices and perspectives of its consumption.
<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. 31, Enfoque cultural, Conexiones; 2. p. 45 Act. 15 Paso 1; 3. p. 116, Enfoque cultural, Conexiones; 4. p. 178, Enfoque cultural and Act. 3, ¿Qué aprendiste?; 5. p. 242, Enfoque cultural. 	<ol style="list-style-type: none"> 1. Students use the target language to make connections to music; 2. Students the target language to calculate percentages in order to analyze immigration within Spain; 3. Students think critically about how culture is represented in different art forms across various regions, connecting learning to human geography; 4. After investigating sustainable energy sources, students strengthen connections to science and architectural design by creating a plan for a bioclimatic house; 5. Students investigate how sugar and free trade zones in the Dominican Republic support its economy, and make connections to a specific economic product in their communities.

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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. Explorer/Unidad 1/Comunica y Explora A/Observa/Enfoque en la forma; 2. p. 31, Enfoque cultural; 3. p. 115, Estrategias (Explorer/Unidad 3/ Comunica y Explora A/Así se dice 1/ Estrategias: Vocabulary Building); 4. p. 147, Origen del uso de usted; 5. p. 171, Actividad 1, Paso 4. 	<ol style="list-style-type: none"> 1. Enfoque en la forma videos, found in each unit in Explorer, provide a direct instruction of the Spanish structure with English support, allowing students to make direct connections in both languages; 2. Students compare a refrain in Spanish to one they know in English; 3. Students investigate word families and prefixes/suffixes in Spanish, notice patters, and can make comparisons to English; 4. Students investiage the history of different forms of “you” in Spanish and can compare to different historical forms of you in English; 5. Students use their knowledge of the word “sustainable” in English to write a Spanish definition, and compare it to the RAE definition.
<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. 11, Reflexión intercultural; 2. p. 45, Reflexión intercultural; 3. p. 101, Enfoque cultural; 4. p. 150, Reflexión intercultural; 5. p. 203, Reflexión intercultural. 	<ol style="list-style-type: none"> 1. Students compare what they personally have in common with a typical teen from Madrid; 2. Students compare the immigrant population in Spain to that of their own cultures; 3. Students compare earthquakes in Chile with natural disasters that occure in their cultures and how communities and regions are affected; 4. Students investigate and compare sustaniable transportation optios in Buenos Aires, Los Angeles and their communities, and explain and reflect on their importance in large and small communities; 5. Students investigate sustainable changes other communities in Colombia and Spain have made, and compare them to changes made or needed in their own communities.

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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. 52, Vive entre culturas;2. p. 106, Vive entre culturas;3. p. 162, Vive entre culturas;4. p. 270, Vive entre culturas;5. p. 326, Vive entre culturas.	<ol style="list-style-type: none">1. Students create a plan for a better future imagining they take part in a multi-country, international exchange;2. Students create an international campaign about using social media to make positive change;3. Students design a food truck promoting healthy eating for their community while raising funds to provide access to basic services in other parts of the world;4. Students create a plan for taking a sabbatical year and present within their community;5. Students create promotional video for humanitarian organizations for Uruguayan families.
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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. xvi-xxix (Teacher Edition); p. 7, Actividad 3 TE note; p. 35, Reflexión intercultural TE note; pp. 436-451 (Teacher Edition), Appendix F, Instructional Strategies; Learning Site/Instructional Strategies Toolikt. 	<ol style="list-style-type: none"> The front matter contains detailed best-practice information on interculturality, TL use, differentiated instruction, heritage learners, and vocabulary and grammar instruction in context; Numerous suggestions via TE notes are included through the book to guide teachers on activating prior knowledge; Numerous suggestions via TE notes are included with Conexiones, Reflexiones, and Reflexiones interculturales guiding teachers on facilitating whole-class discussions or Discussion Forum posts where students share their personal experiences, connections, and perspectives; Appendix F contains general strategies for Comprehensible Input and related student Comprehensible Output, as well as specific strategies and ideas for many Actividades in each unit; The Instructional Strategies Toolkit is a database of World Language instructional strategies sorted by mode, skill, proficiency level, learning style, etc. that teachers may draw upon. Specific strategies are also referenced in TE notes as appropriate.
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. 6, Act. 2, (Explorer/Unidad 1// Actividades preliminares/Actividad 2); pp. 6, 7, and 17, sidebar content; p. 6, Modelos; p. 22, Observa (Explorer/Unidad 1/ Comunica y Observa A/Observa/ Enfoque en la forma); Explorer. 	<ol style="list-style-type: none"> Most activities provide a graphic organizer online for activating prior knowledge, comprehension of the authentic resource, and/or analysis of the resource or activity; Sidebar support includes Recuerda grammar structures and vocabulary from previous levels/units, and Además se dice and Expresiones útiles tier II and tier III vocabulary so students can expand their self-expression; Modelos in the form of sentence frames and full examples are included for numerous interpersonal and presentational tasks throughout the text; Each unit features a companion Enfoque en la forma video online using direct instruction to present a grammar structure in a different context; Each unit in Explorer features Extensiones and Actividades adicionales as optional practice with the vocabulary, language structures, or unit theme.

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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. pp. 52-53, Vive entre culturas; 2. p. 38, Act. 12, ¿Qué aprendiste?; 3. p. 9, Enfoque cultural, and p. 11, Reflexión intercultural; 4. Learning Site/My Portfolio; 5. Explorer tasks. 	<ol style="list-style-type: none"> 1. Each Vive entre culturas Integrated Performance Assessment allows students the opportunity to represent, share, and justify their thinking, often times revising their cultural beliefs or thematic knowledge after studying the unit themes; 2. Many activities culminate in a ¿Qué aprendiste? step, which allows students to share what they have learned or how their thinking has changed over the course of the activity; 3. Each Enfoque cultural and Reflexión intercultural features questions that students can answer in an online discussion forum, giving them the chance to not only present what they have learned but also to read/listen to classmates' responses and reflect on their points of view, responding to one another and continuing to refine their understanding; 4. Every can-do statement is linked to an individual student portfolio on the Learning Site, where students can self-reflect on their mastery of each statement and upload evidence to support a rating, updating as they increase proficiency; 5. In each instance of an Explorer task, regardless of type, students have the opportunity to revise answers (objective and subjective) up to a limit set by the teacher; tasks that are a discussion forum allow students to share with classmates and justify opinions.
<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. 4, 56, 110, 166-167, 220 and 274 (Explorer/Unidad); 2. pp. 4-5, 56-57, 110-111, 166-167, 220-221, and 274-275 Encuentro cultural; 3. p. 34; 4. p. 103, 130, 154, etc.; 5. pp. 326-327, Vive entre culturas. 	<ol style="list-style-type: none"> 1. Multiple videobloggers from six different Spanish-speaking countries highlight current cultural products, practices, and perspectives of their respective countries; 2. Each Encuentro cultural opening spread features numerous images from the country of focus presented with relevant cultural information; 3. Various popular musical artists in Spain are shown, highlighting the diversity of their countries of origin; 4. Many authentic images of the countries of focus are used throughout the text, depicting everyday scenes; 5. Focus on the Sáhara Occidental, a Spanish-speaking region in North Africa that is almost always overlooked in textbooks.

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<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>
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