

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. 	<p>1. p. 30, ¿Qué aprendiste? (Explorer/Unidad 1/Pregunta esencial 2/¿Qué aprendiste?);</p> <p>2. p. 65, Act. 1, Paso 2;</p> <p>3. p. 208, Act. 9, Paso 3 (Explorer/Unidad 5/Pregunta esencial 1/Actividad 3/Paso 3: Convencer e interactuar);</p> <p>4. p. 235, Act. 3, Paso 3 (Explorer/Unidad 5/Pregunta esencial 1/Actividad 3/Paso 3);</p> <p>5. p. 307, Act. 8, Paso 3.</p>	<p>1. Students negotiate meaning via a simulated conversation;</p> <p>2. Students discuss art and express personal knowledge and preferences with classmates;</p> <p>3. Students negotiate meaning via a simulated text message conversation;</p> <p>4. Students post about climate and migration in the Discussion Forum and respond to others' posts;</p> <p>5. Students discuss the impacts of technology on mental and physical health.</p>
<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. 	<p>1. pp. 11-12, Act. 1, Pasos 1-4 (Explorer/Unidad 1/Pregunta esencial 1/Actividad 1/Paso 4);</p> <p>2. pp. 68-71, Act. 2, Pasos 1-4 (Explorer/Unidad 2/Pregunta esencial 1/Actividad 2);</p> <p>3. p. 122, Act. 1, Paso 3 (Explorer/Unidad 3/Pregunta esencial 1/Actividad 1/Paso 3 Audio);</p> <p>4. pp. 196-199, Act. 7, Pasos 1-3;</p> <p>5. pp. 230-232, Actividad 2, Pasos 1-3 (Explorer/Unidad 5/Pregunta esencial 1/Actividad 2).</p>	<p>1. Students activate prior knowledge, read an authentic text, analyze the text, and use information from the text to provide advice;</p> <p>2. Students activate background knowledge, and view and analyze several murals;</p> <p>3. Students listen to an authentic podcast and share responses to the theme in a Discussion Forum;</p> <p>4. Students interpret and analyze data and an infographic and incorporate information in an oral presentation;</p> <p>5. Learners activate background knowledge, watch and interpret an authentic video, and analyze via written and oral arguments.</p>

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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. 35, Act. 7, Paso 4; 2. p. 84, ¿Qué aprendiste?; 3. p. 140, ¿Qué aprendiste?; 4. p. 205, Act. 8, Paso 4; 5. p. 298, Act. 6, Paso 4. 	<ol style="list-style-type: none"> 1. Students record a video explaining how to be a traveler and not a tourist; 2. Students write a review of an art form/work studied and persuade others to view it; 3. Students present an oral comparison of two culturally important figures; 4. Students assume the role of the protagonist from a play they have read and describe daily life from his point of view; 5. Students record a video message for a friend in rural Argentina expressing their opinions of telemedicine.
<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. 39, Encuentro cultural y Reflexión intercultural (Explorer/Unidad 1/Pregunta esencial 3/Actividad 8); 2. p. 70, Encuentro cultural, and p. 71, Reflexión intercultural; 3. p. 200, Encuentro cultural; 4. p. 240, Reflexión intercultural, and p. 243, Encuentro cultural; 5. p. 284, Encuentro cultural. 	<ol style="list-style-type: none"> 1. Students investigate the practice of preparing/ buying street food in Ecuador and reflect on similar personal experiences and opportunities in their cultures and communities; 2. Students investigate the practice of restoring peace after armed conflicts or civil war and reflect on the importance of restoring peace and how street art can assist; 3. Students investigate the educational system in Cuba and and reflect on similarities and differences between it and the system in place in their communities; 4. Students investigate renewable energy initiatives in rural Paraguay and reflect on how to incentivize sustainable programs at a global level and in their local communities; 5. Students investigate the uses of traditional medicine among the mapuche of Chile and Argentina, and reflect upon integration of traditional and modern medicine.

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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. 130, Reflexión intercultural; 2. p. 138, Encuentro cultural; 3. p. 162, Encuentro cultural, and p. 164, Reflexión intercultural; 4. p. 218, Reflexión intercultural, and ¿Qué aprendiste?; 5. pp. 241-242, Act. 5, Pasos 1-4, and p. 242, Para saber más. 	<ol style="list-style-type: none"> 1. Students investigate three influential figures from the Spanish-speaking world and identify why they are valued and admired; 2. Students investigate the mural Guernica and explain how it and other works of art reflect historical events; 3. Students investigate soccer in the Spanish-speaking world, then discuss its importance and compare that with other values and traditions important across varying cultures; 4. Students investigate three collaborative community organizations, then explain and compare how similar groups better the education by reducing barriers; 5. Students investigate renewable energy sources in Latin America, then discuss controversies and solutions, making comparisons to their own communities.
<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. 70, Encuentro cultural; 2. p. 90, Encuentro cultural; 3. p. 200, Encuentro cultural; 4. p. 243, Encuentro cultural; 5. p. 260, Encuentro cultural (Explorer/Unidad 5/ Pregunta esencial 3/Actividad 9). 	<ol style="list-style-type: none"> 1. Students expand their knowledge of the visual arts while thinking critically about the connection between art and establishing peace; 2. Students expand their knowledge of the performing arts while thinking critically about the connection between performance art, sports, costuming, and culture; 3. Students expand their knowledge of government and sociology while thinking critically about the role a highly-funded educational system has in a country; 4. Students expand their knowledge of science while thinking critically about the benefits and financial and logistical challenges of developing renewable energy sources; 5. Students expand their knowledge of social justice and human geography while thinking critically about discrimination, racism, empathy, and respect.

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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. pp. 21-24, Act. 4, Pasos 1-4; 2. p. 24, Reflexión intercultural; 3. p. 76, Expresiones útiles, TE note; 4. pp. 157-162, Act. 11, Pasos 1-4; 5. p. 176, Act. 1, Paso 1. 	<ol style="list-style-type: none"> 1. Students investigate and explain differences between Spanish and their native languages in non-verbal communication and text messaging communication; 2. Students reflect on instant messaging habits and non-verbal communication, comparing and contrasting their use with that of Spanish-speakers; 3. Students compare the use of imperfect subjunctive and conditional with the idea of “if” and “result” in English; 4. Students investigate, explain, and reflect on how maternal, indigenous, and learned languages form and reflect cultural identity; 5. Students investigate definitions of in Spanish, create their own definitions, and compare and contrast with each other and explain why there are differences.
<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. pp. 12-13, Encuentro cultural, and Reflexión intercultural; 2. p. 96, ¿Qué aprendiste?; 3. p. 105, Reflexión intercultural; 4. p. 152, Reflexión intercultural; 5. p. 235, ¿Qué aprendiste?. 	<ol style="list-style-type: none"> 1. Students investigate a Paraguayan celebration and compare it to a celebration from their own culture; 2. Students prepare a cultural comparison on the theme of design and identity after investigating artists, architecture, and clothing design; 3. Students investigate the effects of globalization on fashion design and production, and make comparisons of current fashion between the target culture and their own cultures; 4. Students reflect on the idea of personal and cultural identity, and how it is acquired; 5. Students present a cultural comparison on the theme of climate change and the challenges faced their own cultures and a target culture.

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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. 79, Reflexión intercultural; 2. p. 181, Encuentro cultural; 3. pp. 222-223, Vive entre culturas (Explorer/Unidad 4/ Vive entre culturas); 4. p. 271, Act. 12, Paso 2, and Reflexión intercultural; 5. p. 375 (Teacher Edition), Act. 6, Paso 3. 	<ol style="list-style-type: none"> 1. Students are encouraged to discuss art and music with a Spanish-speaking member of their community and later reflect; 2. Students are encouraged to find a humanitarian organization in their community or region and help people in need; 3. Students research then present solutions to an educational barrier in their own communities or a country studied in the unit; 4. Students write a letter to the editor and share philanthropic organizations in their communities that support refugee and migrant rights, listing how they would like to help; 5. Extension activity encourages students to write a letter in Spanish to a friend or family member.
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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"> 1. pp. xvi-xxix (Teacher Edition); 2. p. 9, ¿Qué sabes? TE note; 3. p. 24, Reflexión intercultural TE note; 4. pp. 374-383 (Teacher Edition), Appendix F, Additional Teacher Notes; 5. Learning Site/Instructional Strategies Toolikt. 	<ol style="list-style-type: none"> 1. The frontmatter contains detailed best-practice information on interculturality, TL use, differentiated instruction, heritage learners, and vocabulary and grammar instruction in context; 2. Numerous suggestions via TE notes are included throught the book to guide teachers on activating prior knowledge; 3. 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; 4. Appendix F contains strategies for introducing each set of Así se dice vocabulario and how students can begin interacting with the words/phrases to personalize them immediately; 5. 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.

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<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. p. 10, Act. 1, Paso 1 (Explorer/Unidad 1/Pregunta esencial 1/Actividad 1/Paso 1); 2. pp. 10 and 15, sidebar content; 3. p. 14, Observa de nuevo (Explorer/Unidad 1/Pregunta esencial 1/Observa de nuevo); 4. p. 15, Modelo; 5. p. 19, ¿Qué aprendiste? (Explorer/Resources/For Teachers Only/Answer Keys/Unidad 1/Pregunta esencial 1: ¿Qué aprendiste?). 	<ol style="list-style-type: none"> 1. Each activity provides a graphic organizer online for activating prior knowledge, comprehension of the authentic resource, and/or analysis of the resource or activity; 2. 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; 3. Each Observa or Observa de nuevo grammar presentation in the Student Edition features a companion Enfoque en la forma video online using direct instruction to present the structure in a different context; 4. Modelos in the form of sentence frames and full examples are included for numerous interpersonal and presentational tasks throughout the text; 5. Each of the four ¿Qué aprendiste? formative assessments in every unit provide differentiated options for the targeted proficiency level, plus one level lower and one level higher.
<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. 19, Act. 3, Paso 4; 2. p. 79, Act. 5, Pasos 3 y 4; 3. pp. 170-171, Vive entre culturas; 4. p. 219, En camino B; 5. Explorer tasks. 	<ol style="list-style-type: none"> 1. After examining their own personalities, students write a dialog between their interior and exterior selves; 2. After studying the art and music of Dalí and Lady Gaga, students reflect on their connections, universal themes, and personal impacts; 3. Students create a presentation on a cultural or historical icon of their choosing, including why they relate to the individual; 4. Students extend their learning of the Conexión theme by discussing an additional resource in pairs and then creating a proposal to be considered for implementation by an NGO; 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.

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<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. 91 (Explorer/Unidad 2/Pregunta esencial 2, Actividad 8/Paso 2); 2. p. 105; 3. pp. 148-149, Act. 8, Paso 2; 4. pp. 206-208, Act. 9, Pasos 1-3; 5. p. 248, ¿Qué sabes?. 	<ol style="list-style-type: none"> 1. Still images and video of a fashion designer with Down Syndrome; 2. Image of runaway model with artificial limb; 3. Image of a multiracial family and poem, Balada de los dos abuelos, which focuses on biracial identity; 4. Activity titled ¿Cómo pueden acceder los jóvenes con discapacidad a una mejor educación? provides multiple images and video of students with varying physical disabilities; 5. Immigrants of multiple backgrounds and races/ethnicities are featured.
<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>