# 2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTIONINSTRUCTIONAL QUALITY COMMISSION ADVISORY REPORT



Submitted to the California State Board of Education

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## TABLE OF CONTENTS

[2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION INSTRUCTIONAL QUALITY COMMISSION ADVISORY REPORT 1](#_Toc83650966)

[TABLE OF CONTENTS 2](#_Toc83650967)

[Introduction 3](#_Toc83650968)

[Adoption Process 6](#_Toc83650969)

[World Languages Adoption Timeline 6](#_Toc83650970)

[Publisher’s Invitation to Submit Meeting 6](#_Toc83650971)

[Publisher Fees 7](#_Toc83650972)

[Reviewer Appointment and Training 7](#_Toc83650973)

[Review Panel Deliberations and Reports of Findings 8](#_Toc83650974)

[Public Comment and Review 9](#_Toc83650975)

[Instructional Quality Commission Review and Deliberations 10](#_Toc83650976)

[Requirement of Number of Adopted Programs 11](#_Toc83650977)

[Edits and Corrections 11](#_Toc83650978)

[Adopted Publishers’ Responsibilities 11](#_Toc83650979)

[Funding 12](#_Toc83650980)

[Instructional Quality Commission Recommendations 13](#_Toc83650981)

[Basic Instructional Materials: World Languages Programs 15](#_Toc83650982)

[Carnegie Learning Inc.: *¡Qué chévere!*, Novice 15](#_Toc83650983)

[Carnegie Learning Inc.: *T’es branché?*, Novice 23](#_Toc83650984)

[Carnegie Learning Inc.: *En voz alta – Español para hispanohablantes*, Novice and Intermediate 30](#_Toc83650985)

[Klett USA Inc.: *Alba y Gael*, Novice 37](#_Toc83650986)

[Klett USA Inc.: *Reporteros*, Novice 47](#_Toc83650987)

[Klett USA Inc.: *Mapas*, Novice 55](#_Toc83650988)

[Rosetta Stone: *Rosetta Stone Foundations*, Novice, Intermediate, and Advanced 63](#_Toc83650989)

[Vista Higher Learning: *¡Listos! + Antología*, Novice 72](#_Toc83650990)

[Vista Higher Learning: *Senderos*, Novice and Intermediate 80](#_Toc83650991)

[Vista Higher Learning: *Encuentros*, Novice and Intermediate 86](#_Toc83650992)

[Vista Higher Learning: *D’accord!*, Novice 94](#_Toc83650993)

[Appendix A: Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight 101](#_Toc83650994)

[Criteria for the Evaluation of Instructional Materials Aligned to the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards) 102](#_Toc83650995)

## Introduction

The 2021 World Languages Instructional Materials Adoption represents the culmination of a substantial undertaking to expand opportunities for all students to acquire world languages. The process began with the development of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*WL Standards*), adopted in 2019, and the subsequent adoption of the *California World Languages Framework for Public Schools, Kindergarten Through Grade Twelve* (*WL* *Framework*)in 2020. The revised *WL Standards*, and the framework guiding their implementation, create new opportunities for publishers to provide high-quality instructional materials.

The publisher submissions for this instructional materials adoption represent two world languages—Spanish and French. The current instructional materials adoption will recognize and recommend instructional materials programs that fully meet the *WL Standards* and rigorous evaluation criteria set forth in chapter 13 of the *WL* *Framework.*

The instructional programs recommended herein, to be considered by the California State Board of Education (SBE), reflect significant shifts in instructional approaches intended to bring about optimal performance among students in world languages classrooms. The *WL Standards*, and more specifically the Then and Now chart highlighted in the appendix called “Ways Students May Access the World Languages Standards,” respond to a call to action to create a more inclusive learning environment in the world languages classroom. The Then and Now chart calls attention to research-based practices that yield evidence of positive impact on world languages acquisition. Additional guidance for program delivery is provided in the appendices of the *WL Standards* and throughout the *WL Framework*.

The recommended programs in this report provide instruction designed to serve all students and guide teachers in providing quality world languages instruction. The suggested instructional practices demonstrate an understanding that students poised for success in the twenty-first century will be those who are proficient in more than just the core subjects. These students will be global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—understanding, speaking, reading, writing, and signing in world languages, as well as in English—are essential for students to effectively contribute to state and national efforts and succeed in business, research, and international relations in the twenty-first century. The recommended instructional materials reflect innovative practices grounded in the use of the target language, that are outcomes based, and that are guided by the goals in the *WL Standards*.

Students in the twenty-first century, with all its technological developments, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging.

California is ready to expand opportunities for its unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens. California educators will find that the *WL Standards* are aligned with and support recent legislation and initiatives that champion these outcomes. Naturally, the *WL Standards* establish a path for students to become multilingual and prepare to attain California’s Seal of Biliteracy. The *WL Standards* also provide guidance in light of two significant pieces of legislation. In 2016, the passage of Proposition 58, the California Education for a Global Economy, initiated a statewide effort to promote linguistic, global, and intercultural competency among California students. The charge of this legislation and a subsequent initiative—Global California 2030—is for K–12 schools to support multilingualism for California’s unique and diverse student population through access to world languages programs.

Taken together, these initiatives prompt schools to introduce and support language learning early in elementary school, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond. The *WL Standards* can help schools bolster opportunities for students to develop essential, lifelong aptitudes by offering multiple entry points to instruction in world languages from kindergarten through grade twelve. The standards also support local educational agencies as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs.

While the final act of approval for the *WL Standards*, the subsequent *WL Framework*, and ultimately the instructional materials is adoption by the SBE, each endeavor involves an important association of stakeholders. In each of these projects, volunteers—primarily teachers, specialists, university professors, and experts in linguistics and related fields—have served on various SBE-appointed committees and review panels to advise the Instructional Quality Commission (IQC) in making its own recommendations to the SBE.

This IQC Advisory Report to the SBE on the 2021 World Languages Instructional Materials Adoption takes into consideration the Reports of Findings developed by each review panel, public comment submitted throughout the adoption process, and the consideration of each IQC member.

The *WL Framework* stipulates the SBE-adopted criteria for evaluating K–8 instructional materials. The criteria serve as the evaluation instrument for determining whether instructional materials align to the content *WL Standards*, the *WL Framework*, and other requirements established by the SBE, California *Education Code* (*EC*), and state regulations. The criteria require that publisher-submitted instructional materials cover at least one full year course of study.

The criteria for the evaluation of world languages instructional resources for kindergarten through grade eight are organized into five categories:

1. **Alignment with the World Languages Standards**: Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, as appropriate, as specified in the *WL Standards*, and are appropriate for designated grade levels.
2. **Program Organization**: Instructional resources support instruction and learning of the *WL Standards* and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses and enter and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California’s *WL Standards*. Program design must support the standards-based approach grounded in the organizational scheme developed in the *WL Standards* and serve as the scaffolding for students with diverse learning needs.
3. **Assessment**: Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do and provide guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with assessment practices for each proficiency range or at each grade level or grade span necessary to prepare all students for success at later proficiency ranges or in later grade-level or grade-span world languages education.
4. **Access and Equity**: The California *Education Code* requires that all students are provided equal access to public education (e.g., *EC* 200 et seq., *EC* 221.5[f]). The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in the *WL Standards*. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the California *Education Code* with the term “at-promise”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are Deaf and Hard of Hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech, and sign-supported speech access general education curriculum with varying modes of communication.
5. **Instructional Planning and Support**: The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and be designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world-languages-enhancing skills and behaviors and essential knowledge and communicative, cultural, and intercultural proficiencies specified in the *WL Standards.*

To be adopted, instructional materials must meet Category 1, Alignment with the World Languages Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, to be eligible for state adoption, it must meet the intent stated in the introductory paragraph of each category.

Programs that do not meet category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education (CDE), to provide evidence that the program provides students a path to meet the appropriate discipline-specific grade-level or grade-span standards of the *WL Standards* by the end of the grade level or grade span.

## Adoption Process

### World Languages Adoption Timeline

The CDE conducted the instructional materials adoption process pursuant to a schedule of significant events approved by the SBE on July 8, 2020, adhering to all applicable state laws and regulations. The complete World Languages Adoption of Instructional Materials Schedule of Significant Events can be found on the CDE website at <https://www.cde.ca.gov/ci/fl/im/wladoptionschedule.asp>.

### Publisher’s Invitation to Submit Meeting

In September 2020, the CDE posted online the documents necessary for publisher participation, including various submission forms and guiding documents. On January 27, 2021, CDE staff and members of the IQC held an online Publisher Invitation to Submit meeting focused on the process of participation in the adoption. The presentation covered the evaluation criteria and the technical aspects of timely and appropriate publisher participation. Additionally, the CDE routinely provided individual guidance to inquiring publishers and posted online regular updates to a list of frequently asked questions.

The adoption process required that interested publishers submit an initial Intent to Submit form by February 11, 2021, and to file additional submission documents by March 9, 2021. Copies of complete publisher programs were due by May 7, 2021. In the end, nine publishers submitted instructional materials programs for Spanish and two publishers submitted programs for the instruction of French for consideration of SBE-adoption.

### Publisher Fees

*EC* Section 60212 includes the provision that upon the request of a small publisher or small manufacturer the SBE may reduce the fee for participation in the adoption. This law defines "small publisher" and "small manufacturer" as “an independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars ($10,000,000) or less over the previous three years.”

*California Code of Regulations*, Title 5 (*5 CCR*), Section 9517.3, adopted by the SBE at its November 2016 meeting, establishes the publisher fees for this adoption at $8,000 per grade level for each program submitted for review, the criteria for determining if a publisher is eligible for a reduced fee, and the process for requesting the reduction. One publisher for this adoption qualified for fee reduction.

### Reviewer Appointment and Training

In January 2021, the SBE appointed three Content Review Experts and 39 Instructional Materials Reviewers (Reviewers). In February 2021, 11 publishers provided the Curriculum Frameworks and Instructional Resources Division with intent to submit forms—nine for Spanish and two for French. Of the 42 Reviewers appointed by the SBE in January, 23 completed the virtual reviewer training and virtual deliberations processes.

Pursuant to *5 CCR* Section 9512, the majority of Reviewers included classroom teachers with a professional credential who teach students in kindergarten or grades 1–12 and who have experience with, and expertise in, standards-based educational programs and practices in world languages. Some of the Reviewers had experience in providing instruction to English learners or students with disabilities.

The planning process for the World Languages Adoption occurred amid the ongoing COVID-19 pandemic. Unlike past adoptions, which took place in the Sacramento area in hotel conference facilities, the proceedings were completed via Zoom, a virtual meeting platform. The decision reflected Executive Order N-29-20, issued by Governor Gavin Newsom on March 17, 2020, allowing state bodies covered by the Bagley-Keene Open Meeting Act (Act) to hold public meetings covered by the Act via web and/or audio teleconferencing. The Reviewer training included live webcasts, which were subsequently archived on the IQC website. The deliberations were also recorded using Zoom and have been archived on the IQC website.

Utilizing SBE-approved training materials organized in Google Classroom, CDE staff and members of the IQC trained Reviewers from April 26–30, 2021, to prepare them for their independent review and subsequent deliberations. The training included presentations on the content standards, the curriculum framework, evaluation criteria, social content requirements, and the overall adoption process. Publishers made scheduled formal presentations to their respective program review panels on the final day of the training and answered Reviewer questions.

The CDE conducted the training in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training, and each day at a pre-determined time, trainers paused the session to invite public comment.

### Review Panel Deliberations and Reports of Findings

Unlike previous instructional materials adoption processes, the materials were not shared via Learning Resource Display Centers, which were closed in accordance with public safety guidelines associated with the ongoing COVID-19 pandemic and Executive Order N-29-2. Participating publishers provided complete copies of their programs to all Reviewers. Members of the public were provided access to student materials through the World Languages Instructional Materials Adoption web page. Reviewers received access from publishers on or before May 7 and conducted their independent reviews of the submitted instructional materials in May, June, and early July.

The Reviewers were notified of a soft deadline of July 21, 2021, by which to complete and submit their initial tally forms. These tally forms capture the Reviewers’ initial perspective on each instructional program’s alignment with the *WL Standards* and the Evaluation Criteria in the *WL Framework*. These initial tallies were combined in panel-specific spreadsheets on the evening of Sunday, July 25, 2021.

Reviewers met in panel-specific Zoom meetings originally scheduled from July 26–30, 2021. Because all panels completed their work swiftly, the deliberations ended on July 28, 2021. Though the tallies were not completed by all Reviewers, the data from the tallies greatly aided the direction of the discussion. A member of the IQC and two CDE staff facilitated each panel while additional CDE staff provided administrative support. At least one member of the team overseeing the deliberations process and reviewing Reports of Findings was present in each panel. Reviewers engaged in discussion on areas of disagreement until the Reviewers reached consensus, with the spreadsheets depicting the group’s evolving conclusions. In addition to daily public comment periods during deliberations, publishers had the opportunity to provide a brief presentation on the morning of July 27 in response to three to five formal questions posed by the panel members on the afternoon of July 26.

As Reviewers discussed each program and sought consensus on their findings for each evaluation criterion, they worked collaboratively to produce a Report of Findings for each program. The reports include findings for each category of the criteria and exemplary citations to support those findings. Reviewers were asked to include citations for each proficiency level in category 1, criterion 1. In the case where the panel concluded a program would not be recommended for adoption, the Reviewers included multiple citations for each proficiency level where publishers did not meet content standards.

By the end of deliberations, review panels recommended 10 programs of the 11 submitted for consideration of adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections or social content citations.

Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include rewrites, including revisions of sections, chapters, or entire pages, or adding new content to a program; rewrites are not allowed during the adoption process (pursuant to *5 CCR* sections 9510 and 9519). The review panels also provided citations for social content violations when those were found in the programs (pursuant to *5 CCR* Section 9518).

The panel deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the deliberations. At least twice each day, the deliberations process included an opportunity for public comment.

### Public Comment and Review

During the adoption process, the public had access to instructional programs submitted for consideration of adoption. Access included links to the student materials of submitted programs posted on the World Languages Instructional Materials Adoption web page (pursuant to *5 CCR* Section 9523[b]).

The IQC hosted a meeting to take public comment on the 2021 World Languages Instructional Materials Adoption on August 17, 2021 (pursuant to *5 CCR* Section 9524), held virtually according to Governor Gavin Newsom’s March 17, 2020, Executive Order N-29-20, which allows state bodies that fall under the Bagley-Keene Open Meeting Act to hold public meetings that are covered by Bagley-Keene with web conferencing and audio-conferencing tools. Publisher representatives and members of the public attended and submitted comments to the IQC for consideration. All members of the IQC received access to public comments.

Pursuant to *5 CCR* Section 9521, the CDE forwarded for consideration any public comments received by specific deadlines to the relevant review panels, the IQC, and the SBE. All comments received by July 21, 2021, were forwarded to the review panels; all comments received by September 16, 2021, were forwarded to the IQC; all comments received by October 27, 2021, will be forwarded to the SBE. Any comments received after the outlined dates were shared with reviewers, commissioners, and board members, but those comments were not included in posted meeting notice attachments, which are posted 10 days before the meeting in accordance with the Bagley-Keene Open Meeting Act.

As described below, prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the World Languages Subject Matter Committee meeting on September 22, 2021, and one during the full IQC meeting on September 23, 2021.

The SBE will hold a final public hearing at the November meeting prior to taking action on the IQC’s recommendations.

## Instructional Quality Commission Review and Deliberations

On September 22–23, 2021, the members of the IQC considered the review panel recommendations, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption.

On September 22, 2021, the IQC World Languages Subject Matter Committee (WL SMC) held a public hearing and discussed in depth the review panel Report of Findings for each program. The committee scheduled opportunities for members of the public to provide testimony before taking action to recommend instructional programs to the full IQC. No public comment was offered regarding the World Languages Adoption submitted programs, the process, or the Reports of Findings the review panels developed. Members of the committee initiated individual program-specific motions and voted on each of the 11 instructional programs submitted by publishers. Each motion was stated in the affirmative. A majority vote from the WL SMC was required for any instructional program to be recommended to the full IQC for adoption. The WL SMC recommended for SBE adoption 10 of the 11 instructional programs.

On September 23, 2021, after providing the opportunity for the public to offer comment, the full IQC received no comment from members of the public in a second open hearing. The full IQC then engaged in a discussion of the WL SMC’s recommendation before it took action to recommend programs to the SBE. Nine members of the IQC had to vote in the affirmative for any instructional program to be recommended to the SBE. The IQC recommended 10 of the 11 instructional programs.

### Requirement of Number of Adopted Programs

*EC* Section 60200(e) requires specific findings related to the number of instructional programs adopted by the SBE. In this adoption, the total number of recommended programs does not provide five or more basic instructional materials programs for each proficiency level in K–8 grade levels.

An initial publisher bulletin posted September 24, 2020, marked the beginning of a widely publicized process to initiate the scheduled California 2021 World Languages Instructional Materials Adoption. Information posted to the CDE website and notifications sent to known publishers ultimately yielded 11 world languages publisher instructional program submissions—nine for Spanish and two for French.

The outcome of this adoption may result in the recommendation of 10 of the 11 submitted programs. The SBE’s recommendations—after considering the review panels’ Reports of Findings, the IQC Advisory Report, public comment, and the process outlined above––satisfy the adoption recommendations of California *Education Code* Section 60200(e) of 5 or more basic instructional materials.

SBE liaisons were present at all meetings of the IQC related to this adoption, and at the select training and deliberations of Reviewers, and can attest to the extent to which the process was aligned to the SBE-adopted *WL Framework*.

### Edits and Corrections

When the SBE adopts instructional materials programs, it often stipulates as a condition of adoption that publishers make various edits and corrections. These edits and corrections are often identified by the review panels and included within their Reports of Findings, but they may also arise from publisher-submitted errata.

Following SBE adoption of programs, the CDE, in conjunction with members of the IQC, will schedule meetings with individual publishers to confirm remedies for the edits and corrections required by the SBE. The procedures for processing edits and corrections is specified in *5 CCR* Section 9525, titled “Post Adoption Edits and Corrections Procedures,” and includes a 60-day timeline for publishers to submit proposed compliance remedies, and following CDE and IQC review as necessary, another 60-day timeline to submit final editions.

### Adopted Publishers’ Responsibilities

According to the provisions of *EC* sections 60061 and 60061.5, publishers must comply with a number of very specific provisions that ensure that they sell instructional materials at the lowest or same price offered to other districts in this state or any other state in the nation. Following SBE adoption, the CDE will apprise fully each publisher regarding the statutory and regulatory requirements related to state-adopted materials, post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other associated issues.

### Funding

Districts receive funding to purchase instructional materials as part of their basic funding under the Local Control Funding Formula (LCFF). More information about the LCFF can be found on the CDE website at <http://www.cde.ca.gov/fg/aa/lc/>. There is no requirement to purchase SBE-adopted materials nor is there any timeline by which districts must implement new programs.

If a district elects to purchase instructional materials that are not SBE-adopted, any local review panel must include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process (pursuant to *EC* Section 60210).

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have instructional materials in English language arts/English language development, mathematics, history–social science, and science for all students in kindergarten through grade twelve to use in class and take home. Traditionally the SBE has adopted instructional materials in visual and performing arts, health, and foreign (world) languages in addition to the four core curriculum areas. While the law stipulates that materials must be aligned to the SBE-adopted standards, it allows that such standards may be current or prior standards as old as 1998.

## Instructional Quality Commission Recommendations

*As of the posting date of this advisory report, these programs have not been adopted by the State Board of Education.*

The reports of the review panels are posted in their entirety on the World Languages Instructional Materials web page at <https://www.cde.ca.gov/ci/fl/im/>.

| Publisher | Program Name | Language and Levels | Review Panel | IQC |
| --- | --- | --- | --- | --- |
| Carnegie Learning, Inc. | ¡Qué chévere! Level 1 | Spanish: Novice | Recommended | Recommended |
| Carnegie Learning, Inc. | T’es branche? Level 1 | French: Novice | Recommended | Recommended |
| Carnegie Learning, Inc. | En voz alta - Español para hispanohablantes | Spanish: Novice, Intermediate | Recommended | Recommended |
| Klett USA, Inc. | Alba y Gael | Spanish: Novice (elementary) | Recommended | Recommended |
| Klett USA, Inc. | Reporteros | Spanish: Novice (middle school) | Recommended | Recommended |
| Klett USA, Inc. | Mapas | Spanish: Novice | Recommended | Recommended |
| Rosetta Stone Ltd. | Rosetta Stone Foundations | Spanish: Novice, Intermediate, Advanced | Not Recommended | Not Recommended |
| Vista Higher Learning | ¡Listos! + Antología | Spanish: Novice | Recommended | Recommended |
| Vista Higher Learning | Senderos: CA Edition | Spanish: Novice, Intermediate | Recommended | Recommended |
| Vista Higher Learning | Encuentros: CA Edition | Spanish: Novice, Intermediate | Recommended | Recommended |
| Vista Higher Learning | D'accord | French: Novice | Recommended | Recommended |

## Basic Instructional Materials: World Languages Programs

### Carnegie Learning Inc.: *¡Qué chévere!*, Novice

#### Program Summary:

*¡Qué chévere!* includes the following: Student Edition (SE), Annotated Teacher’s Edition (ATE), Electronic Annotated Teacher’s Edition (eATE), and Pre-AP Reading (PAR).

#### Recommendation:

*¡Qué chévere!* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

##### Citations:

* WL.CM1.N: SE/ATE p. 312. Students demonstrate an understanding of the poem “La pobre viejecita” by recognizing memorized words, phrases and simple sentences in order to indicate the correct responses to four questions.
* WL.CM2.N: SE/ATE p. 397. Students participate in a real-world, spoken conversation regarding household chores utilizing memorized words, phrases and simple sentences from the presented vocabulary, grammar and culture.
* WL.CM3.N: SE/ATE p. 265. Students present information in the form of a survey which identifies types of music their peers may enjoy: peers must indicate where they obtain their music such as online, in a music venue or at school.
* WL.CM4.N: SE/ATE pp. 36, 351. Todo en contexto/Amigos por correo electrónico. Evidence of activities for students to recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in common daily settings.
* WL.CM5.N: SE/ATE pp. 70–71. Students read a selection about grades in high school and demonstrate understanding of the words, phrases and simple sentences via comprehension and analysis questions.
* WL.CM6.N: SE/ATE p. 116. Students imagine they are guests at a quinceañera and practice introductions and basic conversation in groups following suggested topics. Students use memorized phrases and simple sentences.
* WL.CM7.N: SE/ATE p. 339. The text identifies similarities and differences between the present progressive tenses of English and Spanish, looking at both the morphology and syntax.
* WL.CL1.N: SE/ATE pp. 7, 36. Program includes appropriate gestures and expressions are noted within paired and small group activities, which reflect “culturally appropriate interactions,” as exemplified by classroom expressions, acting out a dialogue, and describing an illustration based on the gestures.
* WL.CL2.N: SE/ATE pp. 8–9, 101, 153, 261. Students analyze coming-of-age milestones (practices), preserving ethnic and cultural diversity (perspectives), and gastronomy from different countries (products).
* WL.CL3.N: SE/ATE pp. 28–29, 41, 87. Materials present opportunities for students to examine similarities and differences among very familiar, common daily products, practices, and perspectives, as exemplified by the following: greetings and physical interactions, slang expressions, and dress codes.
* WL.CL 3.N SE/ATE p. 37. Materials include perspectives in the mainstream cultures of the U.S. and students’ own cultures.
* WL.CN1.N. SE/ATE p. 429. Students reinforce their knowledge of math and cooking by converting kilos to pounds in a paella recipe.
* WL.CN2.N. SE/ATE pp. 97–98. Students learn about the distinctive viewpoint regarding borders in the authentic bicultural Gina Valdés poem.
* Criterion 1.3: Novice, SE/ATE pp. 41, 97, 100, 245, 278, 314. The materials include dedicated sections on “Differentiated Learning” and “Learning Styles” within the sidebar of every other page of the teacher’s edition (ATE). There are also key features throughout the ATE that are color-coded and focus on games, critical thinking, expansion activities, and Total Physical Response (TPR).
* Criterion 1.5: Novice, SE/ATE p. 177. The text provides an accurate explanation of the usages of *ser* and *estar*, including more ambiguous cases such as translating “taking place” and where the meaning of the sentence changes depending upon word choice: “Elena está guapa hoy.” vs. “Armando es un muchacho guapo.”
* Criterion 1.6: Novice, SE/ATE pp. 190, 195, 235, 264, 311, 315. There are multiple opportunities for students to connect with content area knowledge, including environmental science, history and civics, literature, art, mathematics, and computer technology.
* Criterion 1.8: Novice, SE/ATE pp. 226, 235–236. The text highlights the role that humans play in taking care of the ecosystem, including several instances of maintaining resources in Costa Rica’s forests and waters.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

##### Citations:

* + Criterion 2.2: Novice, SE/ATE iv–xiii, pp. 526–546; ATE pp. 3, 28–29. The table of contents, indexes, glossaries, are designed to help teachers, parents or guardians, and students to navigate the program and to access support materials and assessment guides.
	+ Criterion 2.4: Novice, SE/ATE pp. T6–T7, T26–T27, 1–3, 22, 36, 41–43. The Scope and Sequence and Resources and Features and Instructional Tips provide an overview of the content in each unit. The Reference Desk outlines concepts and skills to be developed according to World Language Standards.
	+ Criterion 2.8: Novice, SE/ATE pp. 147, 287, 379, 435, 497, 498. These activities provide students opportunities to revisit previously learned language concepts from which to build upon.
	+ Criterion 2.9: Novice, SE/ATE p. T6. This section provides effective articulation allowing for multiple entry points in a variety of course and program models.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criteria 3.1: Novice, SE/ATE p. 48. Students are provided with multiple opportunities to voice prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies by participating in oral discussions regarding teacher suggestions for essential instruction.
	+ Criteria 3.4: Novice, SE/SE p. 48. Students are given the opportunity to independently apply world language proficiencies described in the World Languages Standards by engaging in and completing tasks, engaging in collaborative conversations, utilizing samples of writing to write a response, and using content and cultural knowledge embedded in all “Proyectos” throughout the textbook.
	+ Criteria 3.5: Novice, SE/ATE p.15. The materials in the teacher guide include a section titled Differentiated Learning, which comprises sections such as Adapt/Heritage Learners, Remediation, and Learning Styles, which helps teachers make adjustments that yield immediate benefits to student learning.
	+ Criteria 3.6: Novice, SE/ATE p. 130. There are multiple opportunities for utilizing guiding questions to monitor students' receptive and productive proficiencies in “Comprensión” and “Analiza” sections throughout.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criteria 4.2: Novice, SE/ATE pp. 11, 17, 77, 81. The materials include a variety of suggestions to adapt the curriculum to meet students’ assessed needs including suggestions for students with auditory impairment, speech impairment, AD(H)D, and dyslexia.
	+ Criteria 4.4: Novice, SE/ATE pp. 3, 7, 302. Teachers are provided multiple strategies to implement to support English learners, including the suggestion to read an audio script and write key vocabulary on the board (“Decelerate”), ensuring comprehension of useful phrases in English as well as Spanish, and using gestures to reinforce vocabulary.
	+ Criteria 4.6: Novice, SE/ATE pp. 97, 287; TE p. 41. Students are given multiple strategies to improve skills such as reading and writing that can be applied to both English and Spanish, including “Estrategias,” like using the title to make predictions and using transitional words to connect sentences. The teachers’ edition provides strategies to implement to help below grade level students such as preparing them with reading strategies before reading a longer selection.
	+ Criteria 4.7: Novice, SE/ATE p. 203; TE p. 423. The student edition provides multiple opportunities for advanced students to expand their skills in the “Comunidades” boxes, such as a suggestion to interview a native Spanish speaker using the topics in the unit of study. The teacher's edition offers strategies to differentiate for advanced learners (“Accelerate”), such as providing a leveled-up text to encourage learners to use context clues to decipher meaning from context.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion 5.1: Novice, SE/ATE pp. T28, T30–T31, 98, 218. The material includes multiple suggestions for organizing resources and pacing lessons.
	+ Criterion 5.4: Novice, SE/ATE pp. 45, 257, 511. Students are given suggestions for connecting world languages education content with examples of interdisciplinary within the appropriate grade level such as arts, literature, and history.
	+ Criterion 5.7: Novice, WB pp.187–215. Students are given opportunities for additional practice and extension of skills that have been taught.
	+ Criterion 5.9: Novice, SE/ATE p. 288. Students are given guidance for the use of language learning strategies with opportunities to use them in context such as how to summarize an informative text.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | SE | 286, Activity 29 | Interpersonal Speaking | Interpersonal Speaking, Presentational Speaking | Both modes of communication are used in this activity. |
| 2 | Novice | Online readersAventuras de Guille y Marta | Chapter 1 p. 12 gramática | 4. Guillermo…vivirer | 4. Guillermo…(vivir) | Clarity in the text for reading comprehension |

#### Social Content Citations:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | C.4. | SE(first noticed instance) | p. 163(first noticed instance), glossary, etc. | The term **padres** is solely used to refer to one’s parents collectively.This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | The term **madres** needs to be included throughout the series alongside **padres**. | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |
| 2 | Novice | A.6. | SE | Unit 6 | Various unit images | Change a few pictures to depict males engaged in domestic work such as chores, cooking, or serving. Suggestions: p. 285 show a male picking out dishes, p. 274 show a male helping prepare the meal. | Women (vs. men) are disproportionately shown doing house work. |

### Carnegie Learning Inc.: *T’es branché?*, Novice

#### Program Summary:

*T’es branché?* includes the following: Student Edition (SE) and Annotated Teacher’s Edition (ATE).

#### Recommendation:

*T’es branché?* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

##### Citations:

* Criterion #1.1:
	+ WL.CM1.N: SE/ATE pp. 325–326. In learning about an author, students listen to an excerpt in French to determine meaning and gather general information.
	+ WL.CM2.N: SE/ATE p. 65. Students use sentence frames to talk about preferences for a survey, using familiar or memorized words and phrases in common daily settings.
	+ WL.CM3.N: SE/ATE p. 42. Activity 15 focuses on presentational speaking where students create a collage of "back to school" items to present to the class. Activity 16 asks students to compare cell phones and cell phone plans.
	+ WL.CM4.N: SE/ATE p. 74. Activity 10 focuses on interpersonal speaking and the writing activity is consistent with using real-world and academic language in common and daily settings in the target language.
	+ WL.CM5.N: SE/ATE p. 238. “Les emplois de temps” features “basic sentence-level elements” specific to French. Notably, the structure of how to write out times in French (e.g., 3:30 PM would be 15h30 in French).
	+ WL.CM6.N: SE/ATE p. 45. “Évaluation Orale” has students participate in a role-play phone conversation wherein they communicate about “very familiar common daily topics” using phrases and vocabulary related to inviting a person to do something and declining an invitation in French.
	+ WL.CM 7: SE/ATE p. 470. Activities in communication. In the "Connections" box wherein the teacher is encouraged to point out the similarities and differences in the phrases we use in Spanish, English, and French after someone sneezes.
	+ WL.CL1.N: ATE p. 320, Communication. Students use the “age-appropriate” expression “prendre » to demonstrate ability to accurately order food at a restaurant or cafe in French.
	+ WL.CL2.N: SE/ATE p. 18. Under the “Essential Instruction” heading, there is a suggestion to discuss the grading scale (0–20 as opposed to the letter grade system) and grade level designations of the French primary and secondary schooling systems This information fits in with the “recognize” cultural “practices” aspect of this standard.
	+ WL.CL3.N: SE/ATE p. 61. Students learn to use “tu” and “vous” as a cultural/social practice. They can identify similarities and differences of this language use with their own cultures or other cultures they know that may, or may not, have this structure.
	+ WL.CL4.N: SE/ATE p. 140. Under “les mots d’origine française” we see French words that have made their way into the English language, such as ballet, collage, café, etc.
	+ WL.CN.1.N: SE/ATE p. 386. Students read a target language email about a summer vocational rental from a real estate agent. Students are to respond in target language to answer questions and provide as many details as possible. This activity meets the standard to acquire, exchange, and present information primarily in the target language about familiar common elements of life and age-appropriate academic content across disciplines.
	+ WL.CN.2.N: SE/ATE p. 377. Students observe the use of social media in France with the reported data and have the opportunity to compare it to the use of social media in the US. This helps students recognize the diverse perspectives on common topics in the target language.
* Criterion #1.2: SE/ATE p. 211. The series of activities in the evaluation is consistent with the language and cultural goals of the Framework, touching on communication, cultures, and connections.
* Criterion #1.3: SE/ATE pp. 26–27. In addition to the textbook pages, this lesson uses eVisual, workbook, flash cards, listening activities, and games to teach vocabulary. Differentiation strategies aligned to Appendix 2.
* Criterion #1.4: SE/ATE pp. T32–T33. The information provided in this section demonstrates the philosophy and approach of the program, which adheres to statutorily mandated instruction.
* Criterion #1.5: SE/ATE pp. 177–178. Sample of a vocabulary page for students. The words are spelled correctly with an indefinite article to determine masculin/feminin forms of the words. It also includes the sentence structure “j’ai faim” and “j’ai soif.”
* Criterion #1.6: SE/ATE p. 266. Activities 21 and 22 provide students with interpersonal and presentational communication practice using the formal and informal registers in writing and speaking while conducting research on various holidays and countries to visit.
* Criterion #1.7: SE/ATE pp. 350–351. Activities 16, 17, and 18 use vocabulary about housing through interpersonal and presentational communication while learning about housing and living environments (house vs. apartment) and reading/understanding French “petites annonces” for rental properties.
* Criterion #1.8: SE/ATE p. 483, “Je m’engage pour sauvegarder la planète”. The entire page features vocabulary and content related to determining and solving environmental issues.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials supportinstruction and learning of the standards.

##### Citations:

* + Criterion #2.1: SE/ATE pp. 392–393. The unit opener provides a clear organization of the lessons, including the objectives of the three main lessons.
	+ Criterion #2.2: SE/ATE p. 17. QR codes are available throughout the textbook that link to videos, making them easily accessible to students.
	+ Criterion #2.5: SE/ASE p. 308. Pictures, including real-life pictures of various places or objects, are well labeled and enhance students’ understanding of the content.
	+ Criterion #2.7: SE/ATE p. 20. Math content standards are being addressed. This is the opportunity to achieve proficiency and the grade-span standards. This activity is an example of the program’s structure to use familiar vocabulary that was previously introduced to ensure language understanding and application.

#### Criteria Category 3: Assessment

The instructional materials provideteachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.1: SE/ATE pp. 216–217. The unit opener with the “contrat de l’élève” can be used to determine prior knowledge and connections with the student’s native language. Additionally, the Reference Desk box on p. 216 features a specific example of a strategy/instrument that can be used to gauge student prior knowledge of culture.
	+ Criterion #3.2: SE/ATE pp. 450–451. The end-of-unit summative assessment provides students with multiple means to show what they have learned through listening, speaking, and writing about the language and culture.
	+ Criterion #3.3: Digital editions of the Can-Do Statements for each unit helps students and teachers determine the skills the students will learn and can accomplish with the vocabulary, sentence structures, and cultural understanding of the unit.
	+ Criterion #3.5: SE/ATE pp. 274–275. “Differentiated Learning” and “Learning Styles” help teachers adapt instruction to help students meet the set goals for the lesson.

#### Criteria Category 4: Access and Equity

Program materials ensureuniversal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.2: SE/ATE p. 59. Under the heading “Differentiated Learning,” the teacher is offered additional lesson options for accelerated learners who may need a challenge. The teacher can adapt the instruction to meet upper level learners by, in this case, assigning these learners an additional research project dealing with the Olympic Games in Greece (content associated with the Olympic Games is featured on p. 58 in TE).
	+ Criterion #4.4: SE/ATE p. 84. Under the heading “Essential Instruction” at the bottom of the page, teachers are encouraged to allow Spanish speakers to “make the direct connection with Spanish and to attempt to explain the concept of gender nouns to their classmates.” This is one strategy teachers can use to support English learners whose native language is Spanish.
	+ Criterion 4.6: SE/ATE p. 135. At the bottom of the page under the heading “Differentiated Learning,” teachers are encouraged to provide sentence starters for activity 18 on p. 134 to students who may have “difficulty with open-ended writing activities” or who may be below grade level in writing.
	+ Criterion 4.7: SE/ATE p. 135. Under the heading “Differentiated Learning,” there is a sub-category titled “Accelerate.” Here is where the teacher can find “suggestions for advanced learners that are tied to the WL Framework and that allow students to study content in greater depth.” In this case, accelerated students are taught additional vocabulary and encouraged to answer questions regarding if and when they go to places like the library and the park.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and *are* designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.1: ATE T28–T29 and T30–T31. Lesson plans provide suggestions for organizing resources in the classroom and ideas for pacing lessons.
	+ Criterion #5.2: ATE T6–T7 and T30–T31. Pacing guide and sample unit lesson plan are provided.
	+ Criterion #5.3 ATE T28–T29. List of teacher materials and student materials to be incorporated into teaching. Technology, such as Flipgrid and eReaders, is also listed.
	+ Criterion #5.4: SE/ATE p. 89. Connecting language learning with music and songs, encouraging students to research and investigate artists and music genres.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | T’es branché 1 TE | T16 | “each unit is entered on an essential question…” | Each unit is centered on an essential question | typo |
| 2 | Novice | T’es branché 1 TE/SE | X | Definite articles ‘le, l’, la’ are omitted from all countries besides France (e.g. La France). | Add definite articles to all country names featured on this page. | Consistency. La France is accompanied by its corresponding definite article “La” whereas all other countries on this page are not accompanied by their corresponding definite articles. “Suisse” as an example, should be written as “La Suisse” on this page. |
| 3 | Novice | SE/TE | 212 | “Write a dialogue between two friends… movie to see.” | “Write a dialogue between two friends deciding on a movie to see using information from pariscope.fr” | To be specific on the use of Pariscope and its value |
| 4 | Novice | TE | 212 | None | Pariscope is a weekly magazine that provides information on live shows and movie times in Paris. | Information for teachers who are not familiar with the use of Pariscope. |
| 5 | Novice | SE/TE | 298 | “Au supermarché, on vend des litres d'Orangina au rayon des boissons.” | “Au supermarché, on vend des litres d'Orangina et Coca-Cola au rayon des boissons.” | To reflect both brands that are reflected in the image |

#### Social Content Citations:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | L1 | SE/TE | 68 | Image of Quotidien magazine | Generic magazine cover would suffice for this activity | Actual brand name |
| 2 | Novice | L1 | SE/TE | 353 | Image of Nutella | Choose a picture of a generic hazelnut chocolate spread | Actual brand name |
| 3 | Novice | L1 | SE/TE | 216 | Male wearing Abercrombie and Fitch T-shirt | Choose a photo of people without brands/logos on their clothes. | Actual brand name |
| 4 | Novice |  L1 | SE/TE | 282, 289, 290, 292, 294, 295, 301 | Images of Amora mustard and St. Hubert butter, Le grand lait, Evian water, Jardin Bio ketchup, Imagine Organic Biologique, Bertolli mayonnaise, Barilla pasta, Yoplait yogurt | Use pictures of food and beverage items without brand names. | Actual brand name |

### Carnegie Learning Inc.: *En voz alta – Español para hispanohablantes*, Novice and Intermediate

#### Program Summary:

*En voz alta* *– Español para hispanohablantes*, includes the following: Student Edition (SE), Teacher guide (TG), and Workbook (WB).

#### Recommendation:

*En voz alta, Español para hispanohablantes* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

##### Citations:

* WL.CM1.N: SE pp. 104–105. Students read an authentic text about a common topic, demonstrate understanding of vocabulary, and complete comprehension activities demonstrating understanding of the general meaning and some basic information.
* WL.CM2.I: SE pp. 23, 64, 93. Situaciones de la vida real/ Español en el trabajo/ Comprensión oral. Several activities call for students to participate in real-world conversations related to self and the immediate environment as well as to create sentences and strings of sentences to ask and answer a variety of questions in transactional and informal settings.
* WL.CM3.N: SE p. 98. This lesson has students imagine they are organizing a job fair for the school. Students create a poster with visual elements and information in the target language using sentence level language and present their posters to the class.
* WL.CM4.I: SE p.129. Conecta con tu comunidad. This lesson includes activities for students to use age-appropriate, culturally authentic, real-world and academic language in transactional and some informal settings within target-language communities.
* WL.CM5.N: SE p. 21. Based on the preceding “Blog de los viajeros” reading, students show a receptive understanding of language structures in their ability to connect sentence starters with sentence conclusions and other comprehension questions.
* WL CM6.I: SE p. 89. Students communicate, either in writing or orally, about one of two topics which discuss how they relate to their culture and ancestral traditions in their immediate environment while using basic sentence-level elements of morphology and syntax.
* WL.CM7.N: SE p. 24. Students compare English and Spanish by brainstorming Spanish language cognates for the given English counterparts.
* WL.CL1.N: SE pp. 34, 61, 68, 76. These sections call for age-appropriate gestures and expressions in paired and small group activities, which reflect “culturally appropriate interactions”—as exemplified by the structured oral communication activity, debate about theme-related issues, including cultural traditions and customs, cultural appropriation, and cultural arts.
* WL.CL2.1: SE pp. 1, 23, 28–29. Several activities ask students to make cultural connections and tap into a student’s cultural wealth and relevant essential questions for students to consider. There is a focus on empathy and social inequalities, cultural diversity, and connections to community.
* WL.CL3.N: SE pp. 34, 61. Some activities prompt students to discuss similarities and differences among very familiar, common daily products, practices, and perspectives, such as adolescent challenges faced here in the US and other Spanish-speaking countries and communities. Also discussed are cultural values of US adolescents and those of other Spanish-speaking countries.
* WL.CL.4.1: SE pp. 23, 68, 69–70. Students are given opportunities to state reasons for cultural borrowings when they consider the influence of the Spanish language and cultural borrowings, the role of Spanglish in the social and academic lives of Latinx students, and factors that determine Latinx identity.
* WL.CN1.N: SE, p. 23. Students acquire, exchange, and present information about designing a trip to New York in the target language; students discuss details such as how they will travel and where they will stay.
* WL.CN2.I: SE p. 111. Students are provided a website where they can read authentic texts about the history and distinctive viewpoint of chocolate’s origin, importance, and how its preparation has evolved over time in different locations.
* Criterion 1.3: Novice/Intermediate, TG, pp. x, xi–xxi, xxii–xxiv, 4. The materials reflect research-based practices and alignment to the World Languages Framework. There are multiple opportunities for students to engage with thematic units that are age-appropriate and culturally relevant, and include numerous authentic texts that integrate technology into instruction.
* Criterion 1.5: Novice/Intermediate, SE pp. 199–211. The text provides accurate grammatical descriptions of the language, including the updated Spanish alphabet and some accepted dialectal variations.
* Criterion 1.6: Novice/Intermediate, SE pp. 14, 23, 28, 89, 106, 110, 170. There are multiple opportunities for students to connect with age-appropriate academic disciplines, including history/social sciences, music, literature, health, math, environment/ecology, geography, speech/debate, engineering, design, and cultural studies.
* Criterion 1.8: Novice/Intermediate, SE Unit 5. The materials encourage students to explore humanity’s custodial role in the ecosystem throughout the unit in interpersonal conversations, interpretive readings, audio/video, presentations, and grammatical exercises.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

##### Citations:

* + Criterion 2.1: Novice/Intermediate, SE pp 164–170. The “Pensamiento crítico, comunicación y conexión con mi herencia” activities provide logical and coherent structure to facilitate effective teaching and learning within the lesson. Also, TG pp. iii–xxv shows the organization of the program is consistent with the guidance in the World Languages Framework.
	+ Criterion 2.6: Novice/Intermediate, SE p. 32; TG pp. xxii–xxiv, xxv, 4–5, 11, 12–15, 16, 18–23. The Program Overview and Century Skills Map provide opportunities for students to gain practice in the three modes of communication aligned with the World Languages Standards.
	+ Criterion 2.8: Novice/Intermediate, SE pp. 3–4, 35–36. Repaso de gramática. These lessons provide students opportunities to revisit previously learned language concepts from which to build upon.
	+ Criterion 2.9: Novice/Intermediate, TG p. vi. The Program Overview section provides effective articulation between courses allowing for multiple entry points in a variety of course and program models.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion 3.1: Novice/Intermediate, SE p. 23. Students are provided with multiple opportunities to voice prior knowledge of culture and appropriate academic content and communicative, cultural and intercultural proficiencies by responding to questions orally or in writing.
	+ Criterion 3.4: Novice/Intermediate, SE p. 123. Students are given the opportunity to apply world language proficiencies described in the World Languages Standards by completing the tasks such as choosing the correct formal or informal term, applying correct grammar to samples of emails and conducting collaborative conversations to determine correct sentence completion.
	+ Criterion 3.5: Novice/Intermediate, TG pp. xiii–xxi. The materials in the teacher guide include additional digital resources and tools for adapting instructions on the basis of evidence from assessment and making adjustments that yield immediate benefits to students learning for quizzes, tests, Integrated Performance Assessments, the three modes of communication, and authentic resources.
	+ Criterion 3.6: Novice/Intermediate, SE p. 136. There are multiple opportunities for utilizing guiding questions to monitor students' receptive and productive proficiencies in the “Antes de leer” sections of each “Lectura”.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion 4.5: Novice/Intermediate, SE p. 114. Students are provided multiple strategies to improve literacy skills throughout the text. This activity explains how to use word families to figure out the meaning of unknown words.
	+ Criterion 4.6: Novice/Intermediate, SE p. 160. Students are provided multiple support strategies in the text as they develop their communication skills. This activity gives oral communication strategies including sentence starters and organizational tips.
	+ Criterion 4.8: Novice/Intermediate, SE p. 28. These materials contain an abundance of strategies to help heritage and native speakers maximize their learning, as well as strategies that can be transferred to the learning of additional languages. This lesson includes interpretative discussion questions, a debate topic, sentence frames, and a presentation related to the topic.
	+ Criterion 4.9: Novice/Intermediate, SE pp. 77, 95, 149. The images in the text are age appropriate and reflect the diversity of California’s students. The materials include affirmative inclusion of a range of individuals.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion 5.3: Novice/Intermediate, TG pp. xiii–xxi. The material includes a variety of pedagogical strategies aligned to the World Languages Standards.
	+ Criterion 5.4: Novice/Intermediate, SE pp. 7, 56, 89. The material includes suggestions for connecting world languages education content with examples of interdisciplinary instruction within the appropriate grade level such as music, history, and art.
	+ Criterion 5.7: Novice/Intermediate, WB pp. 49–62. Students are given opportunities for additional practice and extension of skills that have been taught.
	+ Criterion 5.9: Novice/Intermediate: SE pp. 28–29, 63, 95. Students are given guidance for the use of language learning strategies with opportunities to use them in context.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | SE | p. 65 | Emma Gonzalez is referred to as a “defensor**a**” | Find an appropriate alternative, perhaps as a footnote, to acknowledge their gender-neutral nature in the suffix: -@, -x, -e.Paladín might be another acceptable, gender-neutral, alternative. | Emma Gonzalez has used “they” pronouns since 2021. |
| 2 | Novice | Resources Evaluaciones Unidad 2 | 24 | 1.A Las competiciones de matemáticas son tan competitivas como el fútbol en México | Las competencias de matemáticas son tan competitivas como el fútbol en México. | Competencia is used frequently with a wide range of meaning whereas competición is more strictly used in sports settings.reference: ~~https://www.academia.org.mx/espin/sabias-que/item/competencia-o-competicion~~ [Link no longer available] |

#### Social Content Citations:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | C.4. | SE(first noticed instance) | p. 2(first noticed instance), glossary, etc. | The term **padres** is solely used to refer to one’s parents collectively.This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | The term **madres** needs to be included throughout the series alongside **padres**. | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |

### Klett USA Inc.: *Alba y Gael*, Novice

#### Program Summary:

*Alba y Gael* includes the following: *Student Book 1, 2, and 3 (SE); Teacher’s Guide 1, 2, and 3 (TE); Workbook 1, 2, and 3 (WB); and The Spanish Hub 1, 2, and 3 (SH).*

#### Recommendation:

*Alba y Gael* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

##### Citations:

* Criteria Category 1, criterion #1: Standards Met:
	+ WL.CM1.N: SE 1, p. 82. The activities provide opportunities for students to demonstrate understanding and use of the general meaning and basic information, memorized words, phrases and simple sentences in authentic texts that are spoken or written on very familiar common daily topics like talking about animals/pets in different situations.
	+ WL.CM2.N: SE 3, pp. 12, 20, 31, 43, 58, 73. Students participate in real world, spoken, and written conversations on very familiar topics. Students use memorized words and phrases and make simple statements and ask simple questions in highly predictable common daily settings.
	+ WL.CM3.N: SE 2, p. 15. Students present information using authentic resources on familiar daily topics like self and family in a culturally appropriate manner. They use words, phrases, and simple sentences in the target language to build communicative competence.
	+ WL.CM4.N: SE 1, p. 38. The activity invites students to talk about different family members using age-appropriate, culturally authentic, real-world and academic language in highly predictable common daily settings within target-language communities in the US and around the world.
	+ WL.CM5.N: SE 1, p.23, Activities 4–6. The activities on this page provide students the opportunity to demonstrate understanding of gendered nouns, the adjective and noun phrases, and a simple sentence structure. This page supports the phonology of words by an activity of listening to the audio and marking the words heard.
	+ WL.CM6.N: SE 2, p. 22. This lesson allows students to describe personal traits using adjectives and communicate using simple sentences and phrases.
	+ WL.CM7.N: TE 3, p. 155. The activity invites students to use a game to construct strong sentences using stems provided.
	+ WL.CL1.N: SE 1, pp. 15, 23, 32, 46, 58. Students use age-appropriate gestures and expressions in familiar, common day settings.
	+ WL.CL2.N: SE 2, p. 28, and TE 2, p. 45. Both the virtual images and text about Dia de Muertos in the Student Book provide students a chance to view and recognize this important Mexican cultural festival, the Day of the Dead. In the Teacher’s Guide, information about how to relate cultural practices to perspectives assists teachers in their teaching process. At the same time, the Cultural Note for the Teacher has detailed background information about the Day of the Dead.
	+ WL.CL3.N: SE 1, p. 38. The four family photos in this page support the students identifying the similarities and differences among very familiar, common daily products. There is an activity where students will present their family photos and introduce their family in Spanish. This activity can also support the students to identify the different perspectives in the mainstream cultures of the United States, the students’ own cultures and the target cultures.
	+ WL.CL4.N: SE 1, p. 26. Students view the image of Frida Kahlo and her artwork as a part of products created within target-language by providing connections of a specific culture.
	+ WL.CN1.N: SE 2, pp. 22, 36, 49, 62, 70, 84. Students will acquire, exchange, develop, and present information in the primary target language about very familiar common daily elements of life and age-appropriate academic content across various disciplines.
	+ WL.CN2.N: SE 1, p. 38 and TE 1, p. 54. Students delve into the topic of different types of families. Images and text are presented to the students in the textbook, while guiding questions and a step-by-step instruction process can be found in the Teacher’s Guide.
* Criterion #1.2: SE 2, pp. 54–65. The program and related instructional material incorporates content based on the *World Languages Framework for California Public Schools*. Resources support instructional strategies and student learning tasks aim towards building learners interpretive, interpersonal, and presentational modes of communication in the target language.
* Criterion #1.3: TE 3, pp. 40, 62, 84, 106, 126. The program provides introductory pages for units. Each offers differentiation, suggestion questions, and opportunities to include students with different learning profiles.
* Criterion #1.4: SE 1, pp. 49. The introductory pages provide clear guidance for how to use the book, identifying different elements and providing a scope and sequence section to outline the program.
* Criterion #1.5: WB 3, pp. 34–42. The instructional materials are, in general, accurate and include proper grammar and spelling.
* Criterion #1.6: SE 2, p. 40. This page includes a communicative conversation based on two poems for students to practice reading. The students gain an understanding of the content and acquire literacy in the target language other than English. Students are provided with an activity to orally present their cultural proficiency with an oral presentation.
* Criterion #1.7: SE 1, p. 86. Activities provide opportunities for students to develop proficiency in Communications, Cultures and Connections standards of the *World Languages Standards* by using culturally authentic images of currency and food that create meaningful communication about cultural practices and products as well as making connections between different kinds of food and the natural world. Pictures on currency and dishes all contain different animals, and images of animals made from vegetables, which engage students in these activities.
* Criterion #1.8: SE 1, p. 63. This program provides students with hands-on activities to address various ecological topics. Students have an opportunity to use recycled materials to create a mini house. The instructions are in the target language. This mini project facilitates students’ language acquisition, encourages creativity, and promotes the ideas of recycling and reuse.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

##### Citations:

* + Criterion #2.3: TE 1, pp. 22–23. This section provides a list of guiding questions, unit objectives, and an overview of what students will be able to do using the acquired language.
	+ Criterion #2.4: SE 1, pp. 8–9. These pages provide a table of the Scope and Sequence for Units 1–6. Each unit includes a list of Communication, Vocabulary, Grammar, Descubrir El Mundo, Practico El Español. The Chart and lists can support a clear overview of the content in each unit that outlines the skills to be developed.
	+ Criterion #2.5: SE 3, pp. 32, 46, 60, 74, 88, 102. The graphics (pictures, maps, world languages) are accurate and well annotated and labeled to enhance student focus and understanding of the content.
	+ Criterion #2.6: TE 1, pp.148–157. The Spanish Hub. The TE has the answers to the activities so that the teacher can provide immediate feedback. The Spanish Hub includes Student Book cutouts, Gramática Visual, Teacher’s Slides, and Minidiccionario as support materials that are an integral part of the instructional program and are clearly aligned with the *World Languages Standards.*
	+ Criterion #2.10: TE 3, pp. 64–65; SE 3 pp. 40–42. The lesson is related to the solar system and involves students in interpretive and interpersonal communication making connections by reading and listening to the dialogue, and comparing their answers with a partner.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.1: The Spanish Hub. This program provides a pre-test so the teacher can determine students’ prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies.
	+ Criterion #3.2: SE 2, pp. 27, 39, 51, 63, 75, 87. The program includes an array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, can understand, and are able to do.
	+ Criterion #3.3: SE 1, pp. 51, 63. These pages provide students with summative assessments such as a self-introduction poster and a shoe box miniature showing a house. These products can provide the students with high quality standards-based placement and exit assessments to evaluate their learnings.
	+ Criterion #3.4: SE 3, pp. 36–37. The program provides multiple measures of students’ ability to independently apply the world languages proficiencies described in the *World Languages Standards*. The textbook provides different assessment activities such as task completions, samples of writing, measures of proficiency, content and cultural knowledge and skills.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.1: SE 1, pp. 38. The four family photos in this lesson are appropriate for use with all students regardless of their gender, nationality, race or ethnicity, culture or living situation. The practice of presenting a family photo is also appropriate to the contents.
	+ Criterion #4.2: TE 3, pp. 57–59. The program provides instructional techniques and suggestions to activate student’s prior knowledge which are based on current and confirmed research for adapting the curriculum and the instruction to meet students’ instructional needs.
	+ Criterion #4.7: TE 1, p. 118. This section offers questions for advanced learners to study content in greater depth. The questions require that students go beyond what is shown in the illustration and talk about their own experiences as they relate to the topic presented.
	+ Criterion #4.8: TE 3, p. 16. The task leverages prior cultural knowledge of the Spanish heritage language learner and Spanish native speakers by using strategies like questions with extended answers to facilitate interpersonal communications between the learners to build their language proficiency.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.2: SE 1, pp 8–9. A scope and sequence chart is provided to give students a clear picture of which communication skills, vocabulary study, grammar points, and topics for language practice are covered in each unit.
	+ Criterion #5.3: TE 1, pp. 110–111. Gramática visual. The tasks incorporate 3Cs and aim to develop second language proficiency using three modes of communication. (Interpretive, interpersonal and presentational communication activities).
	+ Criterion #5.4: SE 1, p. 45. Activities provide opportunities to make connections between Spanish language skills and math skills from basic numbers to simple math problems, which connects language learning with other areas of curriculum like math.
	+ Criterion #5.5: The Spanish Hub includes Student Book cutouts, Gramática Visual, Teacher’s Slides, and Minidiccionario, which are examples of technical support, and suggestions for appropriate use of electronic resources, audiovisual, multimedia and information technology resources associated with a unit.
	+ Criterion #5.9: TE 1, pp. 54–55. This lesson presents different types of families using images with written descriptions. Students have an opportunity to delve deeper into the topic of family and to introduce their own family to the class.
	+ Criterion #5.11: SE 3, pp. 50–51, and TE 3, p. 73. Students have a chance to read the instructions in Spanish, follow the steps to make a poster about the solar system, and then present their work in the target language. The instructions for students include objectives, materials needed, photos to visually demonstrate each step, and a presentation sample. All of these provide students guidelines for this presentational task.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page Number | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | SE 1 | 17 | P. 17 does not include activity 1 & 2. It shows on p. 18. | Edit p. 17-18 Activities 2, 3; p. 4 of 8 Standards map, WL.CM7.N | Correct the page # on the map |
| 2 | Novice | SE/TE 1 | SE, p. 86; TE, p. 130 | It has images of different currencies. Below a bill that is from Scotland, it is incorrectly labeled as “Filipinas” | It should read as “Escocia.” | The image is incorrectly labeled both in the Teacher and Student versions |
| 3 | Novice | SE/WB 2 | SE, p. 50; WB 2, p. 36 | “Quiero hacer fotos” | “Quiero sacar fotos” | “hacer” and “sacar” are two different words related to the context.  |
| 4 | Novice  | WB 2  | 17 | “Superpoder” | “Super poder” | Two words |
| 5  | Novice | WB 3 | 16 | “patinete” | “patineta” | Spelling |
| 6 | Novice | WB 3 | 42 | “competiciones” | “concursos” | Clarity and usage of academic language |
| 7 | Novice | SE 3 | 99 | “superamable” | “super amable” | Typo |
| 8 | Novice | SE 3;WB | 5434 | “la barriga” | “el estómago” | Suggestion for better understanding and usage of academic language |
| 9 | Novice | SE 3 | 51 | “pósits” | “notas adhesivas” | typo |
| 10 | Novice | SE 3 | 47 | “bocabajo” | “boca abajo” | typo |
| 11 | Novice | SE 3 | 45 | “Vivo en el número…” | “Vivo en la calle número...” | Clarity and usage of academic language |
| 12 | Novice | SE 3 | 31 | “monopatín” | “patineta” | Clarity and usage of academic language |
| 13 | Novice | SE 3 | 23 | “afiche” | “póster” | Clarity and usage of academic language |
| 14 | Novice | SE 3 | 23 | “guion” | “guión” | Missing the accent mark |
| 15 | Novice | SE 3 | 17 | “llevar brackets” | “tiene frenillos” | Clarity and usage of academic language |
| 16 | Novice | SE 1 | 27 | “foami” | “espuma” | Clarity and usage of academic language |
| 17 | Novice | SE 1 | 56 | delante/detras use the same picture | delante needs a picture of her in front of the chair | Accuracy |
| 18 | Novice | SE 1 | 33 | “igual” | “Igual a” | Clarity and usage of academic language |
| 19 | Novice | TE 1, 2, 3 | 53 and throughout | use of “vosotros” in suggested teacher questions during instruction | use “ustedes” | Given that these books will be used in California, it would be more appropriate to use “ustedes” because it is more representative of the Latino population. “Vosotros” is only used in Spain. |

#### Social Content:

The panel identified the following social content citations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 1 | B. Ethnic and Cultural Groups | SE/TE/WB | 11 (and throughout the program) | El Tío Calavera | Change the character to an actual family member. | El Tío Calavera was used out of context and results in the oversimplification of rich, cultural traditions, which can create confusion for students. |

### Klett USA Inc.: *Reporteros*, Novice

#### Program Summary:

*Reporteros* includes the following: *Student Edition 1, 1A, 1B (SE); Teacher’s Edition 1, 1A, 1B (TE); Workbook 1; and The Spanish Hub (SH).*

#### Recommendation:

*Reporteros* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

##### Citations:

* Criteria Category 1, criterion #1: Standards Met:
	+ WL.CM1.N: SE Workbook, pp. 34–35. Through an interpretive reading activity students demonstrate understanding of the general meaning and basic understanding of familiar and common daily topics by responding to text-based questions. Students recognize memorized words, phrases, and simple sentences found in the reading and workbook activity.
	+ WL.CM2.N: SE pp. 33, 79, 118, 126, 173, 241, 310. The program allows students to participate in real-world spoken and written conversations on familiar topics. Students will use memorized words and phrases in the language to speak and write simple statements and questions in common, everyday settings.
	+ WL.CM3.N: SE p. 261. “Preparo la evaluación” presents information in culturally-appropriate ways on accessible topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. This textbook offers assessment rubrics, which provide clear expectations for these activities.
	+ WL.CM4.N: SE p. 95. This activity provides students with opportunities to explore and apply language skills in real-world, authentic-natured social-media environments by creating a profile about themselves for a social-media platform. This task is an opportunity for students to use age-appropriate, real-world language in accessible, everyday settings within target language communities in the U.S. and around the world.
	+ WL.CM5.N: SE pp. 38–42. These pages demonstrate the foundational sentence-level elements including morphology and syntax. Multiple practices provide students with better understanding of the conjugates of the verbs in present tense, gender, and number of nouns.
	+ WL.CM6.N: SE/TE p. 79. Students share commonalities, including expressions of likes and dislikes. This activity enhances the interpersonal communication skills with very familiar common daily topics.
	+ WL.CM7.N: TE pp. 10–11, 41. This lesson introduces sounds in Spanish and clarifies the difference between their English counterparts, noting that the only sound that doesn’t exist in English is “ñ”; introduction and comparisons to plurals and gendered works and their equivalents in English is evident.
	+ WL.CL1.N: SE pp. 29, 214, 262. The Spanish Hub Unit 2 Evaluación Interpersonal Speaking; students use age-appropriate gestures and expressions in very familiar common daily settings.
	+ WL.CL2.N: SE pp. 190–191. This aspect of the program includes a cultural note that describes how student body elections take place in Colombia. It also includes a cultural comparison where students share their own experiences with the student governments from their local schools.
	+ WL.CL3.N: SE pp. 101, Activity 7. Students engage in an activity comparing Juana’s parents’ driver licenses and, in doing so, identify the similarities and the differences of the family name change in target language country as it relates to students’ own cultures. The driver licenses are authentic products of daily life.
	+ WL.CL4.N: SE pp. 296–297. Students have opportunities to investigate Peruvian cuisine from a unique perspective. Their work examines the Japanese heritage influences in Peruvian cuisine in “La Cocina Nikkei” and provides students a chance to build their intercultural competence.
	+ WL.CN1.N: SE pp. 51, 82, 289; WB, p. 246. The program provides opportunities for students to acquire, exchange, develop, and present information primarily in target language speaking about aspects and elements of everyday life, including age-appropriate academic content in various disciplines.
	+ WL.CN2.N: SE pp. 198–199. Using a reading about *personeros*, students engage in a dialogue designed to share distinctive viewpoints on aspects of everyday life, primarily in the target language from age-appropriate authentic materials in the target language Spanish.
* Criterion #1.2: TE pp. T8–T9, T28–T29; SE pp. 31–33, 114–117, 162–167. The instructional materials are consistent with the content of *the World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve.*
* Criterion #1.3: TE p. 31. The program provides teachers with guidance and strategies to support all students through differentiated instruction (e.g., for the same activity, students can be given two different kinds of accommodations and, for students who are more prepared, they are challenged with more and higher levels of work for the same task).
* Criterion #1.4: SE pp. vi–vii. These pages explain how to use the instructional materials and outlines their alignment with the *World Languages Standards*.
* Criterion #1.5: SE pp. 96–97. This section includes introductory pages to Lesson 2, which details the communicative and cultural goals of the instruction. Accurate and proper use of spelling and grammar is present.
* Criterion #1.6: SE pp. 308–310. The Integrated Performance Assessment project serves as a summative assessment to evaluate students’ proficiency and performance on interpretive, interpersonal, and presentational modes of communication. In addition to student instructions for each task, it includes information and support in this section (Gramática, Vocabulario, Estrategias, etc.) to enhance students’ performance.
* Criterion #1.7: SE pp.124–125. These pages include authentic photos of homes, allowing students to connect their cultural traditions with those depicted in the images. The vocabulary of the rooms and places in homes also can be connected to student’s daily lives. These pages also provide multiple practices including reading, listening, speaking and an oral presentation can support students developing proficiency in communications.
* Criterion #1.8: SE pp. 84–85. This section includes the cover of a comic book and a text about an Afro-Puerto Rican superhero whose mission is to protect the environment. Students explore her character, personality traits, and her role as an environmentalist.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

##### Citations:

* + Criterion #2.3: TE pp. T14–T17, 120a–120d, 168a–168d. These pages offer lesson and unit plans, as well as instructional strategies which provide an overview of the content in each chapter or unit that describes how it supports instruction and learning of *World Languages Standards*.
	+ Criterion #2.4: SE p.76. This page provides students with three checklists to measure aspects of sentences, vocabularies, and cultural contents. The overview is supported by an authentic poster to add the visual aids which can engage students.
	+ Criterion #2.5**:** SE pp. 51, 128, 138–139. The graphics (pictures, maps, world languages) are accurate, annotated, and labeled. Graphics enhance student focus and understanding of the content.
	+ Criterion #2.6: TE pp. 24c–24d, 264c–264d. The Spanish Hub offers general resources, differentiation worksheets, heritage worksheets and assessment programs which are support materials that are an integral part of the instructional program and are aligned with the *World Languages Standards*.
	+ Criterion #2.7: TE pp. T19–T25. These pages offer lesson and unit plans, as well as instructional strategies and differentiation for a variety of learners—including heritage speakers—all of which outline an organized structure that provides students with opportunities to achieve proficiency and/or grade-level or grade-span standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.2: SE/TE p. 192, Formative Assessment. This program provides self-check quizzes on the Spanish Hub and includes a comprehensive tool for students to monitor their academic learning.
	+ Criterion #3.3: SH, Assessment Program. This program offers multi-level assessments for all levels to evaluate proficiency with levels of each volume. It also provides “Material de apoyo” for heritage speakers.
	+ Criterion #3.4: SE pp. 106–107, “Somos Reporteros.” The resources demonstrate a differentiated approach for teachers to assess students’ diverse learning abilities, providing them opportunities to participate in a variety of activities to showcase their language proficiency and content comprehension. The program provides tasks and student activities requiring interpersonal communications between peers and self-assessment portfolio entries, and ensures instructors can measure student’s individual learning ability and design or modify the lesson task accordingly.
	+ Criterion #3.5: TE pp. 47, 68–69, 258–259. Students utilize a self-assessment rubric for formative assessments to guide learning. The results of assessment further guide teachers for progressing the learning through instructions aligned with the summative assessments at the end of each unit.
	+ Criterion #3.6: TE pp.164–165. The program includes guidance for teachers to adapt instruction and include formative assessment and summative assessment to satisfy the *World Languages Standards* in interpretive reading, presentational writing, interpersonal speaking.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provideteachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.1: SE p. 127. Instructions for the activity specify outcomes in clear verbs and emphasize important elements using bold fonts, which facilitates students’ understanding and learning regardless of their various cultural, language, and religious backgrounds, as well as different learning abilities.
	+ Criterion #4.2: TE pp. 64–65. There are suggestions rooted in research-based instructional techniques, including those that appeal to kinesthetic learners and heritage speakers, which are based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs.
	+ Criterion #4.3: TE p. 39. The program includes differentiated instruction strategies, introducing color codes or bold fonts for certain sounds when presenting the grammar concepts to students with different needs.
	+ Criterion #4.8: TE p. 193. This activity provides heritage speakers the opportunity to compare vocabulary and content terminology with the vocabulary/terms they may already know/use. Students identify elements that may be different, drawing on prior knowledge and comparative language usage.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.1: TE pp. T26–T27. The program contains a guide for how to organize and pace the lessons based on a template of 50-minute or 90-minute class sessions.
	+ Criterion #5.2: TE pp. T14–T17. This scope and sequence integrates an accessibility feature to effectively plan instructions. The pacing guide provides a flowchart that includes the materials’ components such as Projects, Grammar and Communication, Vocabulary and Pronunciation, Culture.
	+ Criterion #5.3: TE pp. 64, 92, 282. The Vocabulary Learning Strategies section provides learners with various strategies (Draw and write; Personalize; Write a story; Create flashcards, Create a poster, etc.) to support their second language acquisition. The instructions and strategies are clear.
	+ Criterion #5.4: SE p. 288; Workbook p. 246. The material includes nutrition and health by the comparison of the Peruvian National Food Pyramid and with the student’s home food, which makes the world language education content interdisciplinary.
	+ Criterion #5.9: SE pp. 276–277. The program offers a short article about an innovative Peruvian fashion designer. It provides an opportunity for students to research a designer of their choosing and write their own short article about the designer using previously acquired language skills.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page Number | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | N | TE | T29 | “techniques hat work for” | Correct to “techniques that work for” | Spelling |
| 2 | N | SE/TE | 3–4 and throughout the program | Source: Institute Cervantes | Indicate the year of the source published, with “Instituto Cervantes, **year**” on pages 3–4 and wherever a source is missing data for attribution | To clarify the accuracy of the information sourced |
| 3 | N | TE | 33 | #10 “Ask what is means” | Correct to “Ask what it means” | Spelling |
| 4 | N | SE/TE | 27 | Source: United States Census Bureau | Indicate the year of the source published | Clarification of the published year of the source |
| 5 | N | TE | 216b | Miniproyecto 2: “spend our free time” | Correct to “spend their free time” | Clarity for grammar  |
| 6 | N | TE/SE | 287 | Cebiche | include footnote of alternate spelling Ceviche | Regional differences/dialects of Spanish |
| 7 | N | SE | xv | housechold | household | Spelling |

#### Social Content:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | B.2, B.3 | SE/TE | 125 | The activity has reading and questions related to different types of housing and talks about haciendas and adobe houses as if they are common places people live in. | Remove haciendas and adobe as a form of housing. Talk about living in historic center of city, apartments or in intergenerational housing. | Haciendas are comparable to plantations and the plantation system in the US. If we were to teach English in another country we would not talk about plantations as a legitimate place to live.Adobe houses are very uncommon, and talking about Adobe houses provide a romantic and outdated view of Latin America. |

### Klett USA Inc.: *Mapas*, Novice

#### Program Summary:

*Mapas* includes the following: *Student Edition Level 1 (SE), Teacher’s Edition Level 1 (TE), and The Spanish Hub 1 (SH).*

#### Recommendation:

*Mapas* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

##### Citations:

* Criteria Category 1, criterion #1: Standards Met:
	+ WL.CM1.N: SE/TE, pp. 6–7. The program provides opportunities for students to demonstrate highly familiar common daily topics (i.e., introduce oneself by name), and includes a variety of listening, speaking and writing practices by providing an authentic video of three interviewees self-introduction, a pair practice, and an oral presentation. These two pages strongly support student recognition of simple sentences in authentic texts that are spoken and written.
	+ WL.CM2.N: SE/TE, pp. 10–11. This lesson uses subject pronouns and the verb “ser” to introduce oneself using memorized words, phrases and simple sentences, and questions in highly predictable common daily settings.
	+ WL.CM3.N: SE/TE, p. 93. Here students communicate through a cover letter using everyday topics, including memorized words, phrases, and simple sentences in written language.
	+ WL.CM4.N: SE/TE, p. 34, Para empezar. Activities provide opportunities for students to recognize culturally authentic, real-world photos, and respond in academic language in accessible, everyday settings with target language communities in the U.S. and around the world.
	+ WL.CM5.N: SE/TE p. 114. The program provides a map of Mesoamerica for students to learn how to use prepositions, as well as question words “qué,” “cuál,” and “dónde.”
	+ WL.CM6.N: SE/TE pp. 76, 119, 154–155. Allows students to communicate about very familiar topics using words, phrases, and simple sentences.
	+ WL.CM7.N: SE/TE, p. 84. The textbook identifies differences in the pronunciation of vowel sounds in Spanish allowing students to make comparisons to English vowel sounds. Students must identify when they sound similar or when they sound different.
	+ WL.CL1.N: SE/TE, pp. 70–71. The program includes popular songs and poems from the target language/country and provides guidance for comparing with students’ own cultures.
	+ WL.CL2.N: SE/TE, pp. 184, 190–191. Materials such as infographics (Un Dia Perfecto en Lima), images (Ciudad de Panamá, Madrid, Ciudad de México, etc.), and texts are being used to help students experience, recognize, and explore cultural products, practices and perspectives.
	+ WL.CL3.N: SE, pp. 150–151. The program provides opportunities for students to identify some similarities and differences among familiar products, practices, and perspectives in the mainstream cultures of the United States, the students’ own cultures, and the target cultures. For example:

*“Cómo es el día a día de los hispanohablantes?”*

*“Tres generaciones diferentes que viven en países distintos y responden.”*

It also offers the “Spanish Hub” (Texto mapeado, Texto locutado); Sonidos: Cápsulas de pronunciación; Visual maps: Mapas temáticos, mapas de vocabulario, y mapas de combinaciones.

* + WL.CL4.N: SE 1/TE 1: pp. 18–19, pp. 118–119. Resources effectively build intercultural competence among the Spanish learners by identifying and incorporating various cultural borrowings through learning plans.
	+ WL.CN1.N: SE/TE pp. 52–53, 108–109, 166–167. The program encourages students to recognize the diverse viewpoints and distinctive perspectives on familiar common daily elements of life and uses age-appropriate content across disciplines.
	+ WL.CN2.N: SE/TE, pp. 150–151. The program shares perspectives on daily life from three different individuals representing different age groups from two different countries.
* Criterion #1.2: SE/TE Level 1, The Spanish Hub 1; pp. 70–71, Activities 9–15; p. 82. Instructional materials are consistent with the content of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*, including the use of authentic resources and activities based on the shared resources to build comprehension and language proficiency in all three modes of communications.
* Criterion #1.3: TE, p. 5. This page provides students with differentiated instruction and a variety of activities to encourage engagement with and self-introduction to the school subjects.
* Criterion #1.4: SE, pp. iii–xxv. This section highlights how students engage with the text and explains the layouts of certain types of pages and their educational value.
* Criterion #1.5: SE, pp. 4–5. This lesson provides instructional material that uses accurate and proper use of grammar and spelling.
* Criterion #1.6: SE, pp. 22–23. Instructional materials include support for students to develop communicative and cultural proficiency, content area knowledge, oracy and literacy in a world language other than English. The Spanish Hub is a platform offering digital content and resources for students and teachers. It provides the following: Interactive textbook, interactive activities, enriched eText, Grammar Tutorials, Grammar and Verb Tables, Visual maps, Pronunciation Tutorials and Assessments materials. Textbook provides the “Quiz Intensivo” (quizzes are timed) tool to practice with students to prepare them for the AP Spanish Language Exam. This textbook provides AP Correlations.
* Criterion #1.7: SE, pp. 52–53. The program makes a cultural connection to contemporary Mexican cinematic history in a news article format.
* Criterion #1.8: SE, pp. 190–191. The program provides reading from a travel blog where people describe traveling to different parts of South America. It also includes a discussion forum for students to talk about whether air travel should be limited in order to reduce its impact on the environment.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

##### Citations:

* + Criterion #2.1: The Spanish Hub. Grammar Tutorials are explained in English and Spanish with visuals that help students to understand the grammar rules in an interactive format.
	+ Criterion #2.3: SE, pp. 2–3. The student edition lists an overview of the content in Chapter 1 which provides an outline of the unit by highlighting learning outcomes, videos, vocabulary activities, language structures, sounds, oral and written texts, culture, and projects.
	+ Criterion #2.4: SE/TE, pp. v–xv, 3, 33, 67, 105, 145, 183. The program provides a list of concepts/skills (Vocabulary, Language structure, Texts, culture, etc.) that are present in the book, then a list for the concepts/skills covered in each chapter.
	+ Criterion #2.5: SE, pp. 40, 46, 63, 113, 117, 119, 137. Graphics (pictures, maps, world languages) are accurate, well-annotated and labeled, and enhance student focus and understanding of content.
	+ Criterion #2.11: SE, pp.156–157. Contents include grammar descriptions of reflexive verbs and a simple sentence structure. These two pages provide multiple practice in the same contents in listening, oral presentation, reading and writing.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.2: The Spanish Hub offers an array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, have learned, and what they understand.
	+ Criterion #3.4: TE, p. 158. The program includes support for differentiated instruction as well as how to extend and plan student learning.
	+ Criterion #3.5: TE, p. 158. There is guidance for teachers to provide differentiated instruction using evidence from assessment (i.e., dividing into various groups with heritage learners and of matching reading levels, writing together with help, and support for healthy habits like sleep and positive mental health).
	+ Criterion #3.6: SE, pp. 86–87. While helping students learn to write in the target language and compose for an audience in a particular tone, the guiding questions help students identify which of two selected works are formal or informal.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.1: TE, p. 146. The Extending activity offers students opportunities to strengthen their intercultural communication proficiency. Students reach out to their Latinx school mates and work collaboratively to examine generalizations or stereotypes of the Spanish-speaking world.
	+ Criterion #4.3: TE, p. 68. The program includes activities that offer opportunities for students with different home languages to see facts and needs of students with different language backgrounds and make sure their needs are met.
	+ Criterion #4.6: SE, pp. 218–221 (Tablas Verbales), pp. 226–233 (Glosario español/inglés). Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages.
	+ Criterion #4.8: TE, p. 116. The activity provides an opportunity for students to research/explore the flag of their families’ country of origin, then write about their findings.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.2: TE, pp. XXVI, XXVIII–XXXI. The Course Planning and Scope and Sequence sections provide teachers with an overview of the book and support the design of a curriculum and plan their instruction.
	+ Citation #5.3: SE, p. 84. The program provides various strategies for teaching and learning Spanish sounds by comparing to English pronunciation, i.e., listening, seeing spellings, and collaborating to find words in English that sound similar to certain sounds in Spanish.
	+ Criterion #5.4: SE, pp. 54–55, “Mapas culturales.” In this section students are presented with various paintings that provide them an opportunity to explore identity, talk about self-portraits, and make connections to modern use of selfies. In this lesson, world language education connects with other disciplines using instruction that is appropriate for grade level.
	+ Criterion #5.8: SE, p. 69. This assignment page can support the students by engaging their parents, guardians, and caretakers to match the quotes with related photos. Students have opportunities to share their opinions of what are the advantages of learning languages as one of the homework assignments listed in this page.
	+ Criterion #5.10: SE, pp. 122–123. The pages help students make use of relative pronouns “que” and “donde” through the exploration of a prehistoric site in Argentina called La cueva de las Manos.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | SE | 119 | secretaría | oficina de la secretaria | The map shows what may supposed to be a secretary’s office, not the office of a secretaría. |
| 2 | Novice | SE | 74 | Inglés, Lengua de signos, Español, Francés | inglés, lengua de signos, español, francés | Languages in Spanish are written using lower case. |

#### Social Content:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | B.6, E.5 | SE/TE | 56–57 | All influential persons are of a certain phenotype | Balance representation of ethic and cultural groups | Lack of contributions of minority persons |
| 2 | Novice | L. Brand Names and Corporate and Logos | SE/TE | 164–165  | Coca-Cola Billboard | Material shall not contain illustrations of any identifiable commercial brand names | Material shall not contain illustrations of any identifiable commercial brand names |
| 3 | Novice | E.2, E.5 | SE | p. 208 | An image of a man in a wheelchair next to another man who is standing. | Use an image of Juan Jose, or a context-appropriate image of a person with different abilities in a manner that portrays them in an equitable manner. | The image needs to support and enhance the content of the instructional materials. |

### Rosetta Stone: *Rosetta Stone Foundations*, Novice, Intermediate, and Advanced

#### Program Summary:

*Rosetta Stone Foundations* includes the following: Foundations (FND), Teacher’s Guide (TG), Workbook (WB), Alphabet Book (AB), and Storybook (SB).

#### Recommendation:

*Rosetta Stone Foundations* is not recommended for adoption because the instructional materials do not include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and do not meet all the criteria in category 1 or have strengths in categories 2–5.

Note: The publisher withdrew from participation during the Review Panel Deliberations.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program does not support instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and does not meet all of the evaluation criteria in category 1.

##### Citations:

* Criteria Category 1, criterion #1: Standards Not Met:
	+ WL.CM1.N: ESP Stories, Unit Readings. While there are some opportunities for students to read and listen in the target language, there are few or no authentic materials provided in the program.
	+ WL.CM1.I: TG L3 p. 44. Students demonstrate an understanding of a reading about an injured player and answer comprehension questions, but the reading is not an authentic source. There are missed opportunities to provide authentic sources to the teacher in the program; frequently there are, however, suggestions that a teacher find their own materials.
	+ WL.CM1.A: TG L4 p. 110. Students demonstrate an understanding of a passage and answer comprehension questions, but the passage is not an authentic source. There are missed opportunities to provide authentic sources to the teacher in the program; frequently there are, however, suggestions that a teacher find their own materials.
	+ WL.CM4.I: TG L2 p. 175. While there are opportunities for students to use the target language in appropriate ways, there are missed opportunities for students to engage within the target-language communities outside of interviewing a friend who speaks Spanish.
	+ WL.CM7.N: TG p.103. There are no opportunities for students to identify similarities and differences in this grammatical exercise between Spanish and English or other languages that students know.
	+ WL.CM7.I: TG L2 p. 64: There are no opportunities to identify similarities and differences.
	+ WL.CL2.N: TG L1, pp. 70, 113; ST UR, pp. 23–26. There are missed opportunities for students to experience, recognize, and explore the relationships among typical age-appropriate target cultures, such as identifying landmarks and geography and interviewing a native Spanish-speaker from the community. Most of the focus of the materials are on other countries and cultures, such as Russia, France, Italy, Japan, Brazil, and Egypt. There is not a focus on Latin America, as the title of the materials suggest.
	+ WL.CL2.I: TG L3 p. 13; TG L2 p. 164; ST RM pp. 70–71. There are missed opportunities for students to recognize and explore the relationships between target culture’s products, practices, and perspectives.
	+ WL.CL3.N: TG, L1, pp. 67, 71; ST UR, pp. 5–7. Students are asked to focus on other countries and cultures, such as describing the colors of flags and traditions of “known countries,” such as the US, Italy, Egypt, Russia, and Japan instead of other Latin American countries—the intended target culture.
	+ WL.CL4.N: TG L1, p. 116. Students listen and tell about other languages that people speak; however, there is no evidence that students are asked to identify cultural borrowings in products, practices, or perspectives.
	+ WL.CN2.I: TG p. 82. There are missed opportunities for students to do that through authentic materials from the target language.
	+ WL.CN2.A: TG p.102. There are missed opportunities for students to do that through authentic materials from the target language.
* Criterion 1.2: Novice. There are missed opportunities to closely align to the language or spirit of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Framework*). The submitted program at the Novice Level does not sufficiently address roughly half of the standards from which the *World Languages Framework* flows, including: interpreting authentic texts; comparing Spanish with other languages in Teacher Guide Level 1 p.103; exploring the relationship between cultural products, practices, and perspectives; comparing cultures; identifying intercultural influences; or identifying distinct cultural viewpoints in authentic texts.
* Criterion 1.2: Advanced. There are missed opportunities to closely align to the language or spirit of the *World Languages Framework*. The submitted program at the Advanced Level does not sufficiently address key standards from which the *World Languages Framework* flows, including interpreting authentic texts and identifying distinct cultural viewpoints in authentic texts. Usage of authentic texts is often mentioned in the Teacher Guide, for example in TG L4, p. 8; however, such materials are rarely provided, and the guide suggests that the teacher find their own materials.
* Criterion 1.3: Intermediate, TG L2, p. 6. After each lesson, the teacher is provided with an opportunity to see what level of Bloom’s taxonomy and what type of multiple intelligence is applied. The materials do not include strategies for differentiation as highlighted within Appendix 2 or specific activities or lessons to highlight how activities are differentiated (e.g., group work, hands-on activities) as called for by Criterion 1.3.
* Criterion 1.8: Novice, TG L2, p. 21. The materials do not provide opportunities for students to examine humanity’s place in ecological systems. The publisher’s sole citation focuses primarily on modes of transportation. Besides this citation, no other evidence was noted. Although there is mention of “environmental impact,” it does not provide students with an opportunity to examine “the necessity for the protection of the environment” as called for by Criterion 1.8.
* Criterion 1.8: Advanced, TG L3, pp. 72–73, 77. The materials do not provide opportunities for students to examine humanity’s place in ecological systems. The program materials focus on some elements of ecology, such as plant life, ecosystem, and climate. However, there are missed opportunities to examine “the necessity for the protection of the environment” as called for by Criterion 1.8.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *do not support* instruction and learning of the standards.

##### Citations:

* + Criterion 2.3: Intermediate, TG L2 pp. 2–3. The overviews of the content for each unit do not describe how the unit content supports instruction and learning of the *World Languages Standards*.
	+ Criterion 2.5: Novice. ImageCards Levels 1–5 (in USB). The photographic images in the program are not annotated or labeled to enhance students’ focus and understanding of the content.
	+ Criterion 2.10: Intermediate. FDN U11 L1. Every activity in the online lessons are scored activities but they do not demonstrate alignment with the content standards or show the expectations for students’ proficiency in the standards.
	+ Criterion 2.10: Advanced. FDN U18 L1. Every activity in the online lessons is a scored activity but they do not demonstrate alignment with the content standards or show expectation for students’ proficiency in the standards.

#### Criteria Category 3: Assessment

The instructional materials do not provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criteria 3.1: Novice. L1 TG pp. 12–13. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
	+ Criteria 3.1: Intermediate. L2 TG p. 48. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
	+ Criteria 3.1: Advanced. L4 TG p. 210. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
	+ Criterion 3.3: Novice. Spanish Tests Levels 1–2. The built-in assessments do not include high-quality standards-based placement or exit assessments that help determine appropriate instructional level for entry into and exit from a course or program.
	+ Criterion 3.3: Advanced. Spanish Tests Levels 3–4. The built-in assessments do not include high quality standards-based placement or exit assessments that help determine appropriate instructional level for entry into and exit from a course or program.

#### Criteria Category 4: Access and Equity

Program materials do not ensure universal and equitable access to high-quality curriculum and instruction for all students and do not provide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion 4.3: Novice, TG L1, pp. xi, 38, 72. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does not include learner groups like LGBTQ+ students and students with disabilities.
	+ Criterion 4.3: Intermediate, TG L3, pp. ix, xi. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does not include learner groups like LGBTQ+ students and students with disabilities.
	+ Criterion 4.3: Advanced, TG L3, pp. ix, xi. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does include learner groups like LGBTQ+ students and students with disabilities.
	+ Criterion 4.5: Novice, TG L1 pp. vi, vii, 5, 23. The strategies that are appropriate for English learners, such as graphic organizers and repetition to reinforce vocabulary, are not specifically aligned to the proficiency ranges and there are few specific suggestions for meeting English learners' specific needs.
	+ Criterion 4.8: Intermediate, TG L1 p. viii. No strategies to help heritage and native language learners to maximize their learning of a heritage or native language were noted, including the publisher’s sole citation.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials do not containa clear road map for teachers to follow when planning instruction and are not designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion 5.8: Novice, TG L1 p. 36 (Journal Activity: Writing About Home). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
	+ Criterion 5.8: Intermediate, TG L2 p. 73 (Going Shopping). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
	+ Criterion 5.8: Advanced, TG L4 p. 78 (Restaurant Etiquette). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
	+ Criterion 5.11: Advanced, TG L1. The guidelines for formal and informal presentations of student work do not include authentic resources to support student presentations. There is no evidence of differentiation of the presentational skills through the range of proficiencies.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | Basic Language | Unit 2 Greetings and Introductions | The terms **el hombre/ la mujer** referred as Mr. and Mrs. | el señor/ la señora/ la señorita, el joven, etc. | These proposed terms are used in authentic texts and basic patterns of speech within the Spanish-speaking community.The correction would need to appear on audio and written formats. |

#### Social Content Citations

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Intermediate | B.1 | Adverse reflection | Image Card, p. 5 | Image of Latinx student giving the teacher an apple with the following English text written on the board in the background: “When did Columbus discover America?” | Blur blackboard content in the background. | The narrative that Columbus “discovered” America is historically inaccurate. It is a reminder of the history of conquest. |
| 2 | Intermediate | B.9 | Root Culture | Unit 10 Lesson 2 | un(a) boda/ funeral en Asiasobre las familias de África | Provide more specific description or show more diversity | The images and the description in TG are not showing diversity |
| 3 | Novice, Intermediate, Advanced | E.2. | Proportion of portrayals | Image cards levels 1–5 | There are no representations of students with disabilities | Include images with students with disabilities. | The images must reflect the students. In order to be more inclusive, the addition of images of students with disabilities would be appropriate. |
| 4 | All Levels | C.4. | Teacher Guide Level 1 (first noticed instance) | Level 1, p. 47 (first noticed instance) | “The term **padres** is used to refer to one’s parents collectively.”This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | “The term **padres** is used to refer to one’s parents collectively if they are a mixed gender couple. The term **padres** is also used for same-sex male couples, whereas **madres** is used for same-sex female couples.” | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |

### Vista Higher Learning: *¡Listos! + Antología*, Novice

#### Program Summary:

*¡Listos! + Antología* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Workbook (WB).*

#### Recommendation:

*Listos + Antología* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level, and meets all of the evaluation criteria in category 1.

##### Citations:

* Criteria Category 1, criterion #1: Standards Met:
	+ WL.CM1.N: Listos A, SE, pp. 252–253. The setting of the picture is a birthday party, a topic familiar to all students. The provided sentence includes a vocabulary, listen and repeat activity, as well as conversational practice activities to support students’ recognition of memorized words, phrases, and simple sentences in authentic texts.
	+ WL.CM2.N: Listos A, SE, pp. 274–281. The family and friends gathering to exchange gifts represents an engaging, familiar aspect of daily life. These pages include speaking and listening/asking and answering and a writing activity in the form of a thank-you card. These materials, with the real-world theme and variety of practices support the student learning and engagement.
	+ WL.CM3.N: Listos C, SE, pp. 264–265. This lesson presents a cultural celebration from Guatemala using simple sentences and graphics. It also encourages students to write about their favorite celebrations.
	+ WL.CM4.N: Antología K, SE, pp. 56–61. The program uses a culturally authentic story based in Peru with indigenous elements to introduce the phoneme “ch,” and real world and academic language in highly predictable common daily settings.
	+ WL.CM5.N: Listos B, SE, pp. 16–18. The program’s activities provide opportunities for understanding of words, phrases and simple sentences on familiar daily topics.
	+ WL.CM6.N: Listos E, SE, pp. 19, 27, 35, 43, 53, 61, 77, 85, 95, and Antología 3, pp. 11, 17, 23, 35, 47, 55, 63, 79, 87, 95. These aspects provide opportunities for students to communicate about very familiar topics using words and phrases and simple sentences.
	+ WL.CM7.N: Listos A, TE pp. 58, 126, 168. The “Spanish to English” section of the book provides information that allows students to conduct language comparisons.
	+ WL.CL1.N: Listos D, SE/TE pp. 29, 31, 123, 175, 195, 237. The program includes guidance for students to use age-appropriate gestures and expressions in familiar daily settings.
	+ WL.CL2.N: Listos E, SE/TE pp. 43A–43B and Antología 4, TE notes, pp. 43A–43B. The new “Investiga la cultura” pages present readings and projects that link to the theme and country location of a unit (i.e., “La herencia cultural de Nicaragua”).
	+ WL.CL3.N: Listos A, SE/TE pp. 43A–43B. Through short dialogues and activities, student learners experience, recognize, and explore the relationships among typical age-appropriate target cultural products, practices, and perspectives in culturally appropriate ways.
	+ WL.CL4.N: Listos A, TE, pp. 281A and 281B. The program provides opportunities for students to identify cultural borrowings through a lesson of the different instruments of cumbia, as well as the basic steps with which to dance cumbia. The publishers point out the contributions of indigenous, African, and European components of cumbia.
	+ WL.CN1.N: Listos E, TE pp. 138, 140, 142. The program provides multiple approaches, activities, and exercises to explain/explore vocabulary around animals and the zoo. It incorporates the use of technology/STEM via the activity on video games.
	+ WL.CN2.N: Listos A, TE pp. 43A–43B, 77A–77B, 111A–111B, 213A–213B, 247A–247B, 281A–281B. The “Investiga la cultura” section used throughout the book is designed to provide students with opportunities to explore diverse perspectives and distinctive viewpoints from other cultures.
* Criterion #1.2: Listos A: SE p. 27, Repasa/Aplica. The program’s activities provide opportunities to practice basic vocabulary and structure for the target language.
* Criterion #1.3: Listos A: TE pp. 22–23. Instructional materials include approaches and activities aligned to Appendix 2: Ways Students May Access the World Languages Standards. Understanding New Concepts: Teach concepts and develop learning opportunities in a variety of ways. (i.e., Supersite – An online learning environment that supports students at different proficiency levels), i.e., Unit 1 “Nos conocemos.” This platform offers visuals and audios using the target language. Moreover, “Retaining and Retrieving Information” provides multiple and varied strategies for retrieval of information (i.e., Supersite offers a digital version of their textbook, to complete practice activities, take assessments, access a range of resource tools). This platform offers interactive activities with corrective feedback, for example “INTENTOS” is a way that a student can try to submit their quizzes with a better grade.
* Criterion #1.6: Listos B, TE/SE pp. 72–73. The instructional materials provide the students with opportunities to study a community map, vocabulary developments, reading and listening activities, and culminate in a conversation. These activities support students to develop communicative, content area, oracy, and literacy in the target language.
* Criterion #1.7: Listos C, SE, pp. 29–31, 179A, 120. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections standards of the *World Languages Standards*.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

##### Citations:

* + Criterion #2.2: Listos A, SE pp. 286–310. The glossaries and vocabulary components are well organized and include authentic photos for each of the words that support teachers, parents, guardians, and students to understand and navigate the content.
	+ Criterion #2.4: Listos A, TE pp. 10A–10B. The material provides an outline of the content covered in the unit, including Unit overview, Summative Performance Tasks, Literacy Center, Culture Connections, Technology Integration and Pacing Suggestions.
	+ Criterion #2.5: Antología 3, SE pp. 66–68. The program’s graphics are accurate and clearly labeled to enhance student focus and understanding.
	+ Criterion #2.6: Antología K, SE pp. 56–58. The excerpt provides an example of authentic material from the target culture.
	+ Criterion #2.7:
		- Listos A, TE pp. x–xi. The contents explain the Listos Instructional Approach and Spiraling Curriculum and include links to a sample lesson (TE pp. 10A–10B).
		- Antología K, SE/TE pp. 8–13; SE/TE pp. 92–97. Readings are followed by a series of phonics activities designed to engage critical thinking skills among the language learners while leveraging language to build performance in real-world scenarios through a well-organized, effectively structured program.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.1: Listos A, TE pp. 12, 36, 62, 164, 224, 266. The program provides activities, instructional techniques and sections titled *Preview Vocabulary* and *Build Background* to determine and use students’ prior knowledge of culture and appropriate academic content with communicative, cultural and intercultural proficiencies.
	+ Criterion #3.2: Antología 5, SE pp. 19, 25, 105, 177. The program provides an array of diagnostic, formative, and summative assessments that allow students to demonstrate what they know, understand, and are able to do.
	+ Criterion #3.3: The support website for Listos ([http://vhlcentral.com](http://vhlcentral.com/)) contains placement tests to help determine appropriate instructional level for entry into and exit from a course or program.
	+ Criterion #3.6: Listos D, TE pp. 12, 28, 36, 45, 79, 104, 122, 138, 156, 182, 198, 215, 232, 250, 258. The program provides guiding questions for each lesson along with instructions about how to use these questions in the teaching process.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.3: Listos F, TE p. 46. The program provides opportunities for students to build background, and guides teachers to engage students in conversations around colors used in Spanish culture (including those on flags, buildings, and in other public settings).
	+ Criterion #4.5: Listos C, TE p. 24, The program provides lesson support for English learners, including ways to compare the pronunciation of vowels in English and Spanish.
	+ Criterion #4.7: Listos D, TE p. 196. The program includes opportunities for advanced and heritage students to research, write, and present information/findings to their peers.
	+ Criterion #4.8: Listos A, TE p. 246. Differentiated Instruction: Challenge/Role Play. Strategies to help heritage and native language learners as a way to maximize their learning of a heritage or native language.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.2: Antología 2, TE, pp. T4–T13. The program provides a scope and sequence guide to help instructors plan lessons and select appropriate topics, readings and language content to meet the needs of their students.
	+ Criterion #5.4: Listos B, TE, pp. 21, 60, 119, 166, 187, and Antología 1 TE, pp. 29, 35, 41, 65, 76, 100, 106, 118, 130. The program includes suggestions about how to connect world languages education with other content areas.
	+ Criterion #5.6: The Listos and Antología online coursework is user-friendly and integrates contemporary educational technology tools and pedagogical strategies to build Spanish as a second language. The online course is compatible with various learning management systems like Moodle, Canvas, Blackboard, D2L and/or Schoology which provides both teachers and students with the option of choosing the platform that best suits the needs of a local population, including student educational and institutional administration requirements (platform-neutral electronic materials).
	+ Criterion #5.11: Listos D TE, p. 231. The program includes activities that provide clear instruction on how to build on prior learning, and instruction for connecting to future learning.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page Number | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | Listos Cuaderno de práctica A | 3 | La comundiad | La comunidad | Typographical error: spelling  |
| 2 | Novice | ListosCuaderno de práctica D | 7 | Buenas días | Buenos días | Typographical error: spelling  |
| 3 | Novice | Listos C +Antología 2 | Supersite Unit 1 | Nos conocemos “Saludos y Despedidas” Conoce a Ana y a CharlieThe audio says “abanicos de España” but there’s no visual to point out.  | Add a visual | Clarity and support |
| 4 | Novice | Listos A + Antología K | Supersite Unit 1 | Nos conocemos “Viaje con Becky y Kate”The sound says: “Viaja con Becky y Kate” | Correct pronunciation of “viaje.” | Clarity and support |

#### Social Content:

The panel identified the following social content citations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | 2, 3 | Equal Portrayal, Occupations | ¡Listos! Cuaderno de práctica B, p. 97 | All occupations are masculine | Balance representation with both masculine and feminine represented in the occupations | male gender bias |

### Vista Higher Learning: *Senderos*, Novice and Intermediate

#### Program Summary:

*Senderos* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Practice Workbook (WB).*

#### Recommendation:

*Senderos* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

##### Citations:

* WL.CM1.N: L1 SE p. 158. Lesson includes familiar common topics, simple sentences and phrases. The “fotonovela” video transcripts support comprehension and listening.
* WL.CM2.I: L3 SE p. 98. Students are asked to participate in real-world, spoken, and written conversations in pairs, regarding activities achieved during the ages of 5, 10, and 15. Students then prepare, ask, and answer questions using strings of sentences.
* WL.CM3.N: L1 SE p. 58 (Síntesis), p. 146. (Aplicación). The activities call for students to present information in culturally appropriate ways on familiar daily topics using memorized words, phrases, and simple sentences.
* WL.CM4.I: L3 SE p. 101. Students participate in age-appropriate, culturally authentic, real-world conversation using academic language about nutrition and diet; students will discuss their opinions and goals using the preterite tense.
* WL.CM5.N: L1 SE p. 79. Práctica. Students demonstrate understanding of words, phrases, and simple sentences on familiar daily topics.
* WL.CM6.I: L3 TE/SE p. 188. Students communicate about their agreement or disagreement regarding statements related to themselves and their immediate environment.
* WL.CM7.N: L1 TE/SE p. 51. In the “Compare & Contrast” section, the text identifies the similarities and differences between the syntax and usage of the present tenses in English and Spanish.
* WL.CL1.N: L1 TE/SE, pp. 5, 54. Lesson calls for age-appropriate gestures and expressions noted within paired and small group activities and role playing, which reflect culturally appropriate interactions.
* WL.CL2.I: L3 TE/SE p. 95. Students explore the relationship between a cultural product and a cultural perspective when writing an email, in which they detail a Bolivian teen’s reasoning about how and when she chooses to wear traditional vs. modern clothing styles.
* WL.CL3.N: L1 TE pp. 7, 23, 46. Activities allow students to compare a fotonovela within the text with a telenovela within a home culture—an activity appropriate for Heritage Language Learners.
* WL.CL4.I: L3 TE p. 28. Students research the contributions of some indigenous groups in modern day Colombia and describe how their way of life has been influenced by modern society.
* WL.CN1.N: L1 TE p. 125. Students acquire information about a famous female Hispanic-American sports figure and present the information they learn on a poster in Spanish.
* WL.CN2.I: L3 TE p. 200. Students analyze two political cartoons, one in Spanish and one in English, and compare and contrast the viewpoints and perspectives expressed in the two cartoons.
* Criterion 1.2: Novice, L1 TE pp. 47, 51, 69, 122, 124, 139; SE/TE, pp. 111. Program materials meet criteria based on the following evidence that aligns with the *World Languages Framework*: differentiated instruction—of note were for [above level] Heritage speakers and below-level students, scaffolds noted throughout, text types and purposes, connections to real-world settings and situations, focus on multiliteracy, including technology, and a focus on cultural products, practices, and perspectives.
* Criterion 1.2: Intermediate, L3. TE pp. T4–T7. The program materials align to the guidance of the California *World Languages Framework*: the TE provides guidance for teachers on how World Languages pedagogy has shifted and how the program is aligned to research. The TE also points out elements of the *World Languages Framework* and the *World Languages Standards*, including *Intercultural Communicative Competence,* the *Then and Now* statements, the *Three C’s* (Communication, Cultures, and Connections), and the *World Languages Standards* themselves.
* Criterion 1.5: Novice. L1 SE/TE pp. 170–171. The materials give an accurate explanation of the difference between *ser* and *estar*, including key subtleties such as “Juan es delgado” vs. “Juan está delgado.”
* Criterion 1.5: Intermediate. L3 SE/TE p. 23. The text accurately describes specific differences between punctuation usage in English and Spanish, including double punctuation in Spanish, comma omission in Spanish, and commas vs. decimal points in numbers.
* Criterion 1.8: Novice. L1. SE/TE, pp. 34, 84, 113, 126. Students are prompted to engage with topics such as domestic animals, swamp agriculture, eco-tourism, legends about natural landmarks, natural preserves and wildlife, and the interaction with gardens and natural spaces and the protection of these spaces.
* Criterion 1.8: Intermediate. Level 1 TE pp. 18–48. Students learn about the importance of caring for the environment in various activities such as grammar practices, Earth Day charts, and a glass recycling PSA.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

##### Citations:

* + Criterion 2.3: Novice, L1 SE/TE pp. 24 63, 101; TE pp. 26–27. Materials include communication and lesson goals, essential questions and Integrated performance assessments, and teaching tips and expansion notes to support success in language learning. The overview of each chapter or unit describes how it supports instruction and learning of the World Language Standards.
	+ Criterion 2.6: Intermediate, L3 TE pp. 6–17 list resources, T50–51 Writing, Portfolio Assessments & Recapitulation. TE 1 Lección Preliminar states lesson and communicative goals addressed in the lesson. TE 184A–185B Teacher Resources support print and digital materials that are an integral part of the instructional program and are clearly aligned with World Languages Standards.
	+ Criterion 2.8: Intermediate, L3 TE p. 12, Estrategia: Recognizing cognates; TE pp. 22–23. Students are given opportunities to build on knowledge on Intercultural Communicative Competence through previous language study programs.
	+ Criterion 2.9: Novice, L1 TE pp. T10–T15. The program materials effectively articulate between courses allowing for multiple entry points in a variety of course and program models.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion 3.2: Novice, L1A SE p. 24. Students are given the opportunity to synthesize information by filling out information on a form that supports an assessment strategy that allows students to demonstrate what they know, understand, and are able to do.
	+ Criterion 3.4: Novice, L1B SE p. 115. This activity includes a role play conversation between a customer and a clerk in a clothing store that supports multiple measures of students’ ability to independently apply world languages proficiencies such as observations of task completions, collaborative conversions, sample of speech, and measures of proficiency.
	+ Criterion 3.5: Intermediate, Level 3 TE p. 18. This lesson includes class tips to adapt instruction based on evidence from assessments in order to challenge students.
	+ Criterion 3.6: Intermediate, L3 TE p. 115. This activity includes guiding questions that are consistently given on the Lesson Openers which help monitor students' receptive and productive proficiencies in the world languages. Lesson 4 states three guiding questions.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion 4.3: Novice, L1 TE pp. 172, 209. There is guidance throughout the teacher’s edition for implementing differentiation strategies for a variety of learner groups. An in-class tip suggests that teachers simplify and identify context clues to support at-promise learners. Another Social Content activity has LGBTQ+ representation, where students research design houses that support social justice issues.
	+ Criterion 4.6: Intermediate, L3 TE p. 67. The material includes “in class tips” with strategies that could help below grade level students. This lesson includes review, checks for understanding, and extra practice with the concept as needed.
	+ Criterion 4.7: Novice, L1 TE pp. 125, 135. One expansion challenge has students reenact an interview they read using their own personal information. Another Pre-Advanced Placement activity has students research athletes from the Target culture to present on. Similar suggestions are found throughout the TE.
	+ Criterion 4.8: Intermediate, L3 TE p. 164. There are multiple opportunities for teachers to help heritage and native language learners maximize their learning including an activity where heritage speakers develop a presentation about “meeting” a Spanish-speaking writer that leads to a whole class discussion.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion 5.1: Novice, L1 TE pp. T24–T48. The material includes suggestions for organizing resources in the classrooms and ideas for pacing lessons.
	+ Criterion 5.2: Novice, L1 TE pp. T10–T11. The material includes a scope and sequence for planning instruction.
	+ Criterion 5.7: Intermediate, L3 WB pp. 57–84. Students are given the opportunities for additional practice and extension of skills that have been taught.
	+ Criterion 5.10: Intermediate, L3 TE pp. T4–T5, T51, 84, 131. The material includes clearly written and accurate information of world language education content.

#### Edits and Corrections:

The panel did not identify any edits and corrections.

#### Social Content Citations:

The panel identified the following social content citations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | C.4. | Teacher Guide Level 1(first noticed instance) | Level 1, p. 78(first noticed instance) | The term **padres** is solely used to refer to one’s parents collectively.This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | The term **madres** needs to be included throughout the series alongside **padres**. | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |

### Vista Higher Learning: *Encuentros*, Novice and Intermediate

#### Program Summary:

*Encuentros* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Cuaderno de práctica (WB).*

#### Recommendation:

*Encuentros* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

##### Citations:

* WL.CM1.N: SE L1 pp. 4–5. Saludos y Presentaciones. The activities engage students to demonstrate understanding of the general meaning of basic information.
* WL.CM2.I: SE L3 p. 113, Activity 88. Students write and present a dialogue following a sentence starter, utilizing “vocabulario útil” by creating sentences and strings of sentences to present to the class.
* WL.CM3.N: SE L1 p. 223, Activity 43, ¿Qué pasa en la historia? Escribe y presenta. These activities provide opportunities for students to present information in culturally appropriate settings.
* WL.CM4.I: SE L3 p. 199, Activity 44. Students are prompted to write a response to two letters concerning medical issues by utilizing expressions provided in the text. Students have opportunities to use real-world and academic language when providing responses.
* WL.CM5.N: SE L1 pp. 234–235, Activities 69–71, Desafío 4. Students use orthography, phonology, and very basic sentence structures to identify and interpret authentic texts. Students also gain comprehension of texts by using cognates.
* WL.CM6.I: SE L3 p. 23, Activity 29. Students communicate on the informal topic of their immediate classroom environment in the form of an email, which would involve basic sentence-level elements.
* WL.CM7.I: SE L3 p. 88, Activity 40. Gramática. The materials support students in identifying similarities and differences in the basic sentence-level elements of English and Spanish.
* WL.CL1.N: TE L1 pp. 90, 159, 241. There is evidence of differentiated instruction in activities that ask students to work in groups to practice greetings and introductions, use culturally appropriate interaction via the use of “vos” as used in Central America to use within a dialogue and common experiences, and practice interactions between family members.
* WL.CL2.I: SE L3 p. 93. Activity 52. Students write about different pre-European contact sports and games, including their importance in today’s world, thus connecting cultural products and perspectives.
* WL.CL3.N: TE L1 pp. 161, 293; SE, p. 379. Students research Mexican artists and how their art has influenced other Latin American artists, the influence of how Arawak and other native American words have influenced the Spanish language, and the influence of gauchos on cowboys and the importance of considering *possibilities* instead of *making assumptions*.
* WL.CL4.I: SE L3 p. 212. Intercultural Influences section. Students research the Aztecs, including their contributions to modern-day Mexico, as well as other parts of the world.
* WL.CN1.N: TE/SE L1 pp. 362–363. Students acquire information about a well-known person of Hispanic origin in the US., exchange their information with their group, then create and deliver a presentation in the target language.
* WL.CN2.I: SE/TE L3 p. 428–429. Students identify diverse perspectives and viewpoints and make connections between an authentic poem and a quote from a different author on the topic of country and humanity.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

##### Citations:

* + Criterion 2.1: Intermediate. Level 3 TE pp. T10–T11, T12, T21–T23, 12–13, 54–55, 64–65. The teacher’s edition provides a logical and coherent structure to facilitate effective teaching and learning within the lesson unit, grade level, or grade span. It is consistent with the guidance of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Framework*).
	+ Criterion 2.2: Novice. Level 1A TE pp. 24–25, 142–143, 143A, 145, 194–197. The table of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides show evidence they are designed to help teachers, parents or guardians, and students to navigate the program with ease and effectiveness.
	+ Criterion 2.8: Intermediate. Level 3 TE pp. XVA–11, 12, 13. The content is well organized and the structure provides opportunities for students to build on knowledge and proficiencies developed through previous language study and/ or through immersion programs.
	+ Criterion 2.9: Novice. Level 1A TE pp. T30–T31. The program begins with novice elementary materials LISTOS and builds toward advanced language proficiency. The array of levels allow for multiple entry points for all students. Program shows effective articulation between courses allowing for multiple entry points from Kindergarten through grade 12.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criteria 3.1: Novice. TE L1 p. 86–87. Teachers employ strategies to determine students’ prior knowledge of culture and appropriate academic content and communicative culture is demonstrated by using the picture to write what they already know (prior knowledge) about Puerto Rico and what they would like to know.
	+ Criteria 3.2: Intermediate. SE/TE L2 p. 100–101. A broad array of diagnostic, formative and summative assessment strategies are included that allow students to demonstrate what they know, understand, and are able to do through listening, describing, reading, writing, and speaking activities.
	+ Criteria 3.4: Intermediate. TE L2 p. 179. The lesson includes multiple measures of students’ ability to independently apply world languages proficiencies described in the *WL Standards*, including task completions, contextualized form checks, and constructed response items.
	+ Criterion 3.6: Novice. TE L1 p. 145. Teachers employ guiding questions to monitor student receptive and productive proficiencies in the target language. Students are asked to share information they know about four cultural aspects of Guatemala by looking at a photo (receptive), and responding to 1–3 guiding questions (productive).

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion 4.3: Novice. TE L1 p. 406. This lesson has students research LGBTQ activists in target cultures. Guidance is provided throughout the TE for using differentiation strategies to adapt tasks to meet a range of student needs.
	+ Criterion 4.7: Novice. TE L1 p. 263. The teacher’s edition includes multiple suggestions for expanding on tasks for advanced learners through the exploration of why cycling is not as popular in the US as it is in other countries. Activities that prompt students to brainstorm reasons, rank those reasons, and then create suggestions to solve problems allow for a greater depth of study and is aligned to the guidance in the *World Languages Framework*.
	+ Criterion 4.8: Intermediate. TE L3 p. 93. This lesson includes a suggestion for heritage learners to research common Spanish prefixes and identify the origin as Latin or Greek, maximizing the learning of the native language while developing skills transferable to other Latin-based languages.
	+ Criterion 4.9: Intermediate. TE/SE L3 pp. iv–v, 9, 64. These pages include images of people in the appropriate age span and reflect the diversity of California’s students in an affirmative, inclusive way.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and *are* designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion 5.3: Novice. TE L1 pp. 204–205, 362–363. The lesson includes a variety of pedagogical strategies aligned to the *World Languages Standards*.
	+ Criterion 5.4: Novice. TE L1 pp.115, 389. Materials include suggestions for connecting world languages education content with examples of interdisciplinary instruction such as math and geography.
	+ Criterion 5.5: Intermediate, TE L3 p. 221. These materials include examples of technical support and suggestions for appropriate use of electronic resources associated with a unit.
	+ Criterion 5.9: Intermediate, SE L3 p. 26. These sections include guidance regarding the use of language learning strategies in context.

#### Edits and Corrections

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | Teacher Guide | Level 1B p. 143 | Bottom right (in the text wrap) is unreadable. | Remove superimposed text. | It appears that text is overlapping due to a printing error. |
| 2 | All levels | Textbook and Teacher's Edition | vii | The maps identifying Spanish speaking countries do not include Equatorial Guinea. | Include Equatorial Guinea, as Spanish is one of its official languages. | To more accurately reflect the Spanish speaking countries around the world.  |
| 3 | All levels | Supersite | Online | Within the respective Supersite tables, *Performance Rubrics* and *News* and *Cultural Updates*, there was no content noted. | Upload performance rubrics and update relevant content onto *News* and *Cultural Updates* sections on Supersite. | Although available as hardcopies, performance rubrics were not uploaded on Supersite. Also, no content available on *News* and *Cultural Updates* sections on Supersite. |
| 4 | Intermediate | Student Edition | Level 3, p. 116 (“Hablar del futuro” box on bottom) | “cuando + infinitive” | “cuando + present subjunctive” | Incorrect verb tense labeled. However, it is correct in the normal lesson on p. 102. |
| 5 | Novice | SE | Level 1vocab index typo | p. 215 | p. 232 | The index page number is incorrect. The number “215” should be “232.” |

#### Social Content

The panel identified the following social content citations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | C.4. | Teacher Guide Level 1(first noticed instance) | Level 1, p. 80(first noticed instance) | “The term **padres** is used to refer to one’s parents collectively.”This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | “The term **padres** is used to refer to one’s parents collectively if they are a mixed gender couple. The term **padres** is also used for same-sex male couples, whereas **madres** is used for same-sex female couples.” | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |
| 2 | Intermediate | C.4. | Student Edition Level 3 | Unit 2 Vida socialp. 75, Act 11p. 77, Act 16p. 79, Act 21 | Throughout the Unit or text, there are only references to males and females in romantic contexts. | Include at least one same-sex couple per proficiency level. | Same-sex examples should also be included. |

### Vista Higher Learning: *D’accord!*, Novice

#### Program Summary:

*D’accord!* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Cahier (WB).*

#### Recommendation:

*D’accord!* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

#### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meetsall of the evaluation criteria in category 1.

##### Citations:

* Criterion #1.1:
	+ WL.CM1.N: L1 TE p. 195. The lesson with Le Zapping presents an opportunity for students to watch a video and read a short excerpt about regional games and student participation in sports. Students use the information and interpret the meaning and make sense of the material with teacher guidance.
	+ WL.CM2.N: L1A SE p. 145. This lesson includes topics on various activities; students use words, phrases and sentences to talk to each other in the group.
	+ WL.CM3.N: L1 TE p. 245. Activity 3. Students create a dialogue with a shopping experience where they try on different items and provide an opinion. Students rehearse the conversation to present it to the whole class.
	+ WL.CM4.N: L1A TE p. 33. This lesson includes activities that practice academic and real-world language. Students ask questions such as, “What is your nationality?” in common daily settings.
	+ WL.CM5.N: L1 TE p. 56. The four activities provide students opportunities to repeatedly use the key words and phrases related to this lesson. Activity 3 provides a free response for students to use the words they have learned to describe pictures. The topics are very familiar and common daily topics.
	+ WL.CM.6.N: L2 SE p. 87, Activities 4–8. Students are asked to work with a partner to discuss what the people in the pictures can, must, or want to do. They are asked to make lists, write excuses to refuse an invitation, and write a dialogue about what a character’s mother permits and does not permit her to do.
	+ WL.CM7.N: L1A SE p. 10. This lesson points out the similarities of French and English in that both languages feature singular and plural nouns. This lesson also points out differences between English and French in that French nouns are marked with gender while English nouns are not.
	+ WL.CL1.N: L1A TE p. 97. This lesson provides many examples of slang/colloquial (age appropriate expressions) French in context. “Frère” or brother in French can also be expressed as “frangin” in colloquial French.
	+ WL.CL.N: L1 TE pp. 26–27. French kissing culture is explained well in the cultural note section. This section also acknowledges French culture has been ultimately enriched by the contributions of the immigrant populations.
	+ WL.CL3.N: L1A TE p. 97. This lesson provides information on shared holidays (mother’s and father’s day) in the US and francophone countries.
	+ WL.CL4.N: L1B SE p. 59. This lesson provides an opportunity for students to explore reggae music in *Côte d’Ivoire* as contrasted with Jamaican reggae (an example of cultural borrowing).
	+ WL.CN1.N: L1 TE p. 27. Students are asked to compare French values of liberté, égalité, and fraternité to the symbols and values of the US.
	+ WL.CN2.N: L1 TE pp. 8–9. This lesson provides an introduction about how people greet one another by shaking hands or kissing: La poignée de main ou la bise?
* Criterion #1.2: L1 TE p. 3. The bottom of this page, under “Expansion,” the activity “Scrambled Conversations” gives the teacher an example for a class activity.
* Criterion #1.3: L1 TE p. 22. Communication activities “play pictionary as a class” align to differentiation strategies as outlined in Appendix 2.
* Criterion #1.4: L1B TE p. 73 (Expansion activity). Listen to the French national anthem, La Marseillaise, and read the lyrics as students learn about Bastille Day.
* Criterion #1.5: L1 SE pp. 38–39. The text features a target language map and readings which contain proper grammar and correct spelling <<Les Destinations>>. The reading passage on p. 39, for example, features BAGS adjective *ancien* which precedes the noun, whereas adjectives in French generally come after the noun.
* Criterion #1.6: L1 TE p. 71. The expansion activities on this page include an activity for students to work in pairs to practice their communicative skills by talking about their daily activities.
* Criterion #1.7: L2 TE pp. 96–97. This is one example of the “Culture” portion that is available in every unit. This section of the unit, including all of its activities, provides opportunities for students to interpret information with the written texts, communicate and exchange information with a peer, and present in either writing or speaking. It promotes a cultural aspect of French or francophone countries that helps students learn about the culture and understand cultural products, practices, and perspectives. Meanwhile, it also briefly guides students to make comparisons to their own culture or another culture and create connections to other topics.
* Criterion #1.8: L2 SE/TE pp. 292–333. This entire unit is dedicated to ecology and ways to help protect the environment.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials supportinstruction and learning of the standards.

##### Citations:

* + Criterion #2.1: L2 TE T21–T34. The “Walkthrough” of sections in each unit provides a logical and coherent structure to facilitate effective teaching and learning.
	+ Criterion #2.2: L2 SE A17–A55. The Vocabulary Guide in the glossary section (ENG>FR & FR>ENG Dictionaries) helps teachers and students navigate the program.
	+ Criterion #2.3: L2 SE/TE p. 25. The unit openers include lesson goals and objectives, twenty-first century skills, warm-up questions with Pour commencer, “essential questions,” and “integrated performance assessment” which provides an overview of the content in each chapter to support instruction and learning of the *World Languages Standards*.
	+ Criterion #2.8: L1 TE p. 98. The language structures asked of students makes references to prior knowledge of nationalities and masculine/feminine forms.
	+ Criterion #2.11: L1 TE pp. 152–153. Vocabulary introduction, common sentences, and sentence frames are provided in the instructional language.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

##### Citations:

* + Criterion #3.1: L1 TE p. 19. The pre-AP Audiovisual Interpretive Communication Previewing strategy asks students to use their prior knowledge before viewing a video. Students then compare their prior knowledge with the provided video.
	+ Criterion #3.2: L1 TE p. 5. This page provides various activities, including the expansion activity for a “mini dictée” which can serve as a formative assessment, which help students to demonstrate what they know, understand, and are able to do.
	+ Criterion #3.3: L1 TE pp. 324–338. This section provides a high-quality, standards-based assessment.
	+ Criterion #3.4: L1 TE p. 7. Various formative measures of students’ ability are listed in activities 2, 3, Extra Practice, and Cultural Comparison sections on this page. These activities help teachers and students to independently apply the world languages proficiencies described in the *World Languages Standards* to assess students’ learning levels.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

##### Citations:

* + Criterion #4.1: L2 TE p. 145. Provides resources appropriate for all students regardless of disability. At the bottom of the page under the heading “Differentiation,” the teacher is encouraged to have hearing impaired students ask and respond to questions in French via instant messaging/text messaging.
	+ Criterion #4.2: L1B TE p. 34. Includes suggestions for adapting curriculum to meet students’ assessed instructional needs. There is a sidebar on page 34 titled “Suggestions: Scaffolding” where teachers are encouraged to prompt students to recall familiar -ir verbs from previous lessons. Additionally, there is a suggestion for teachers to point out verb conjugation patterns, encouraging students to do the same.
	+ Criterion #4.5: L1 TE p. 20. Strategies for English language (EL) learners under the suggestions on holding up or pointing to an object and say...the scaffolding strategies for EL students include introducing the vocab, asking questions, and teaching expressions.
	+ Criterion #4.6: L1 TE p. 180 Activity #5. The TE Suggestion notes to Activity 5 suggest students read the model aloud to a partner. This scaffolding strategy supports students who are below grade level in reading and writing.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

##### Citations:

* + Criterion #5.2: L1 TE p. 133. The beginning of the unit has a skeleton organization of the entire unit, including essential questions, unit goals, and the “savoir faire” with cultural competence information.
	+ Criterion #5.3: L1 TE p. 179. The bottom of the page in this section (and all other pages) provide examples for lesson expansions, teaching options with games, and making connections with other topics.
	+ Criterion #5.4: L1 TE p. 19. Suggestions for interdisciplinary connections. On the bottom of the page under the heading “Expansion – Cultural Activity,” the teacher is encouraged to have students visit the website mangerbouger.fr to explore health and wellness resources (connections to physical education and health curriculums).
	+ Criterion #5.9: L1 TE p. 181. Suggestions for identifying questions are used such as “qui, qu’est-ce que, quand, comment”.

#### Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | Novice | D’accord 1 TE, D’accord 1a TE,D’accord 1b TE,D’accord 2 TE | All PagesFor example: p. 26 (D’accord 1) | 2.1, 2.2, 3.1, 3.2, 4.2 | Have the key standards match the way the standards are written in the 2019 adopted document(e.g., WL.CM3.N) | The current numbers for the key standards do not match the standards abbreviation as they are written in the WL standards (e.g., WL.CM3.N) |
| **2** | Novice | D’accord 1 TE | vi–xi | There were “floating” pages when I received my textbook. | Have the correct pages in the book | Floating pages placed outside of the book. |

#### Social Content Citations:

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | Novice | A3 | L2 SE/TE | 105 | Four pictures (bottom of page) | Add gender-inclusive images | All professions are represented by only males. |
| **2** | Novice | A8 | L1 & L1A TE | L1 xxvi; L1A xxiv | List of common boys and girls names | Include gender neutral names | The resources should be appropriate for use with all students regardless of their gender, gender identity, and gender expression. |
| **3** | Novice | B1 | L1 & L1A SE/TE | 2, 20, 46 | Cartoon depictions of various people | Replace drawings with more culturally sensitive cartoons. | Cartoons have Asians represented with slanted eyes. |

## Appendix A: Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight

Adopted by the State Board of Education on July 8, 2020

The state adoption of new world languages instructional materials will be guided by the criteria described below. To be adopted, instructional materials must meet the educational content requirements in Category 1, Alignment with the WL Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories—Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, it must meet the intent stated in the introductory paragraph of each category to be eligible for state adoption. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education (CDE), to provide evidence that the program provides students a path to meet the proficiencies specified in the World Languages Framework.

It is the intent of the SBE that these criteria be neutral on the format of instructional materials. Print-based, digital, interactive online, and other types of programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted instructional materials. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in instructional content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company’s name, the only name or names to appear on a cover and title page shall be the actual author or authors.

### Criteria for the Evaluation of Instructional Materials Aligned to the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)

#### Category 1: Alignment with the WL Standards

Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, as appropriate, as specified in the WL Standards, and are appropriate for designated grade levels.

All programs must include the following features:

1. Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the WL Standards adopted by the SBE in January 2019.
2. Instructional materials are consistent with the content of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*).
3. Instructional materials include approaches and activities aligned to appendix 2 of the WL Standards*.*
4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction.
5. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).
6. Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.
7. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections Standards of the WL Standards*.*
8. Instructional materials examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the WL Standards*.*

#### Category 2: Program Organization

Instructional resources support instruction and learning of the WL Standardsand include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses, and enter and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California’s WL Standards. Program design must support the standards-based approach grounded in the organizational scheme developed in the WL Standardsand serve as the scaffolding for students with diverse learning needs. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span, consistent with the guidance in the WL Framework
2. Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program
3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the WL Standards
4. An overview of the content in each chapter or unit that outlines the world languages concepts and skills to be developed
5. Graphics (pictures, maps, world languages) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content
6. Support materials that are an integral part of the instructional program and are clearly aligned with the WL Standards
7. A well-organized structure that provides students with opportunities to achieve proficiency or the grade-level or grade-span standards
8. A well-organized structure that provides opportunities for students to build on knowledge and proficiencies developed through previous language study or through immersion programs
9. Effective articulation between courses allowing for multiple entry points in a variety of course and program models beginning in kindergarten and continuing through grade twelve
10. A list of the expectations for student proficiency in the standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the content standards
11. To the extent possible, the content, including grammar descriptions, is presented in the target language

#### Category 3: Assessment

Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do and provide guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with assessment practices for each proficiency range or at each grade level or grade span necessary to prepare all students for success at later proficiency ranges or in later grade-level or grade-span world languages education. Instructional resources must have strengths in the following areas to be considered suitable for adoption:

1. Strategies or instruments that teachers can use to determine students’ prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies
2. A broad array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, understand, and are able to do
3. High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program
4. Multiple measures of students’ ability to independently apply the world languages proficiencies described in the WL Standards*,* such as observations with rubrics, task completions, collaborative conversations, samples of speech and writing, portfolio entries, measures of proficiency, content and cultural knowledge and skills, contextualized form checks, projects, performances, and selected and constructed response items, among others
5. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning
6. Guiding questions to monitor students’ receptive and productive proficiencies in the world languages

#### Category 4: Access and Equity

The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in theWL Standards. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the *California Education Code* with the term “at-promise”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are Deaf and Hard of Hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech, and sign-supported speech access general education curriculum with varying modes of communication. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation
2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs
3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, LGBTQ+ students, and students with disabilities
4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811
5. Strategies for English learners in both lessons and teachers’ editions, as appropriate, for specific proficiency ranges
6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages
7. Suggestions for advanced learners that are tied to the WL Framework and that allow students to study content in greater depth
8. Strategies to help heritage and native language learners to maximize their learning of a heritage or native language, or to transfer these skills to the learning of an additional language
9. Images that are age appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive

#### Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and be designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world-languages-enhancing skills and behaviors and essential knowledge and communicative, cultural, and intercultural proficiencies specified in the WL Standards*.* The resources must have strengths in the following areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons
2. A pacing guide or scope and sequence for planning instruction
3. A variety of pedagogical strategies aligned to appendix 2 of the WL Standards
4. Suggestions for connecting world languages education content with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span
5. Technical support and suggestions for appropriate use of electronic resources and audiovisual, multimedia, and information technology resources associated with a unit
6. User-friendly components and platform-neutral electronic materials
7. Homework assignments, if included in the program, extend and reinforce classroom instruction as well as provide opportunities for additional practice and extension of skills that have been taught
8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement
9. Guidance for the use of language-learning strategies with opportunities to use them in context throughout the course or program
10. Clearly written and accurate explanations of world languages education content
11. Guidelines for formal and informal presentations of student work

California Department of Education, September 2021