This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education

# **REVIEW PANEL ADVISORY RECOMMENDATION** **2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION**

| **Publisher** | **Program** | **Proficiency Level(s)** |
| --- | --- | --- |
| 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 | 54  34 | “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. |

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