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

# REVIEW PANEL ADVISORY RECOMMENDATION2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION

| **Publisher** | **Program** | **Proficiency Level(s)** |
| --- | --- | --- |
| Vista Higher Learning | *Encuentros* | Novice, 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, p116 (“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. |

California Department of Education, August 2021