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)** |
| Vista Higher Learning | *Senderos* | Novice, 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. |

California Department of Education, August 2021