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**

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| **Publisher** | **Program** | **Proficiency Level(s)** |
| 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. |

California Department of Education, August 2021