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)** |
| --- | --- | --- |
| 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 |

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