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)** |
| Vista Higher Learning | *D’accord!* | Novice |

## Program Summary:

*D’accord!* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Cahier (WB).*

## Recommendation:

*D’accord!* 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 meetsall of the evaluation criteria in category 1.

#### Citations:

* Criterion #1.1:
  + WL.CM1.N: L1 TE p. 195. The lesson with Le Zapping presents an opportunity for students to watch a video and read a short excerpt about regional games and student participation in sports. Students use the information and interpret the meaning and make sense of the material with teacher guidance.
  + WL.CM2.N: L1A SE p. 145. This lesson includes topics on various activities; students use words, phrases and sentences to talk to each other in the group.
  + WL.CM3.N: L1 TE p. 245. Activity 3. Students create a dialogue with a shopping experience where they try on different items and provide an opinion. Students rehearse the conversation to present it to the whole class.
  + WL.CM4.N: L1A TE p. 33. This lesson includes activities that practice academic and real-world language. Students ask questions such as, “What is your nationality?” in common daily settings.
  + WL.CM5.N: L1 TE p. 56. The four activities provide students opportunities to repeatedly use the key words and phrases related to this lesson. Activity 3 provides a free response for students to use the words they have learned to describe pictures. The topics are very familiar and common daily topics.
  + WL.CM.6.N: L2 SE p. 87, Activities 4–8. Students are asked to work with a partner to discuss what the people in the pictures can, must, or want to do. They are asked to make lists, write excuses to refuse an invitation, and write a dialogue about what a character’s mother permits and does not permit her to do.
  + WL.CM7.N: L1A SE p. 10. This lesson points out the similarities of French and English in that both languages feature singular and plural nouns. This lesson also points out differences between English and French in that French nouns are marked with gender while English nouns are not.
  + WL.CL1.N: L1A TE p. 97. This lesson provides many examples of slang/colloquial (age appropriate expressions) French in context. “Frère” or brother in French can also be expressed as “frangin” in colloquial French.
  + WL.CL.N: L1 TE pp. 26–27. French kissing culture is explained well in the cultural note section. This section also acknowledges French culture has been ultimately enriched by the contributions of the immigrant populations.
  + WL.CL3.N: L1A TE p. 97. This lesson provides information on shared holidays (mother’s and father’s day) in the US and francophone countries.
  + WL.CL4.N: L1B SE p. 59. This lesson provides an opportunity for students to explore reggae music in *Côte d’Ivoire* as contrasted with Jamaican reggae (an example of cultural borrowing).
  + WL.CN1.N: L1 TE p. 27. Students are asked to compare French values of liberté, égalité, and fraternité to the symbols and values of the US.
  + WL.CN2.N: L1 TE pp. 8–9. This lesson provides an introduction about how people greet one another by shaking hands or kissing: La poignée de main ou la bise?
* Criterion #1.2: L1 TE p. 3. The bottom of this page, under “Expansion,” the activity “Scrambled Conversations” gives the teacher an example for a class activity.
* Criterion #1.3: L1 TE p. 22. Communication activities “play pictionary as a class” align to differentiation strategies as outlined in Appendix 2.
* Criterion #1.4: L1B TE p. 73 (Expansion activity). Listen to the French national anthem, La Marseillaise, and read the lyrics as students learn about Bastille Day.
* Criterion #1.5: L1 SE pp. 38–39. The text features a target language map and readings which contain proper grammar and correct spelling <<Les Destinations>>. The reading passage on p. 39, for example, features BAGS adjective *ancien* which precedes the noun, whereas adjectives in French generally come after the noun.
* Criterion #1.6: L1 TE p. 71. The expansion activities on this page include an activity for students to work in pairs to practice their communicative skills by talking about their daily activities.
* Criterion #1.7: L2 TE pp. 96–97. This is one example of the “Culture” portion that is available in every unit. This section of the unit, including all of its activities, provides opportunities for students to interpret information with the written texts, communicate and exchange information with a peer, and present in either writing or speaking. It promotes a cultural aspect of French or francophone countries that helps students learn about the culture and understand cultural products, practices, and perspectives. Meanwhile, it also briefly guides students to make comparisons to their own culture or another culture and create connections to other topics.
* Criterion #1.8: L2 SE/TE pp. 292–333. This entire unit is dedicated to ecology and ways to help protect the environment.

### Criteria Category 2: Program Organization

The organization and features of the instructional materials supportinstruction and learning of the standards.

#### Citations:

* + Criterion #2.1: L2 TE T21–T34. The “Walkthrough” of sections in each unit provides a logical and coherent structure to facilitate effective teaching and learning.
  + Criterion #2.2: L2 SE A17–A55. The Vocabulary Guide in the glossary section (ENG>FR & FR>ENG Dictionaries) helps teachers and students navigate the program.
  + Criterion #2.3: L2 SE/TE p. 25. The unit openers include lesson goals and objectives, twenty-first century skills, warm-up questions with Pour commencer, “essential questions,” and “integrated performance assessment” which provides an overview of the content in each chapter to support instruction and learning of the *World Languages Standards*.
  + Criterion #2.8: L1 TE p. 98. The language structures asked of students makes references to prior knowledge of nationalities and masculine/feminine forms.
  + Criterion #2.11: L1 TE pp. 152–153. Vocabulary introduction, common sentences, and sentence frames are provided in the instructional language.

### 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: L1 TE p. 19. The pre-AP Audiovisual Interpretive Communication Previewing strategy asks students to use their prior knowledge before viewing a video. Students then compare their prior knowledge with the provided video.
  + Criterion #3.2: L1 TE p. 5. This page provides various activities, including the expansion activity for a “mini dictée” which can serve as a formative assessment, which help students to demonstrate what they know, understand, and are able to do.
  + Criterion #3.3: L1 TE pp. 324–338. This section provides a high-quality, standards-based assessment.
  + Criterion #3.4: L1 TE p. 7. Various formative measures of students’ ability are listed in activities 2, 3, Extra Practice, and Cultural Comparison sections on this page. These activities help teachers and students to independently apply the world languages proficiencies described in the *World Languages Standards* to assess students’ learning levels.

### 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 #4.1: L2 TE p. 145. Provides resources appropriate for all students regardless of disability. At the bottom of the page under the heading “Differentiation,” the teacher is encouraged to have hearing impaired students ask and respond to questions in French via instant messaging/text messaging.
  + Criterion #4.2: L1B TE p. 34. Includes suggestions for adapting curriculum to meet students’ assessed instructional needs. There is a sidebar on page 34 titled “Suggestions: Scaffolding” where teachers are encouraged to prompt students to recall familiar -ir verbs from previous lessons. Additionally, there is a suggestion for teachers to point out verb conjugation patterns, encouraging students to do the same.
  + Criterion #4.5: L1 TE p. 20. Strategies for English language (EL) learners under the suggestions on holding up or pointing to an object and say...the scaffolding strategies for EL students include introducing the vocab, asking questions, and teaching expressions.
  + Criterion #4.6: L1 TE p. 180 Activity #5. The TE Suggestion notes to Activity 5 suggest students read the model aloud to a partner. This scaffolding strategy supports students who are below grade level in reading and writing.

### 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: L1 TE p. 133. The beginning of the unit has a skeleton organization of the entire unit, including essential questions, unit goals, and the “savoir faire” with cultural competence information.
  + Criterion #5.3: L1 TE p. 179. The bottom of the page in this section (and all other pages) provide examples for lesson expansions, teaching options with games, and making connections with other topics.
  + Criterion #5.4: L1 TE p. 19. Suggestions for interdisciplinary connections. On the bottom of the page under the heading “Expansion – Cultural Activity,” the teacher is encouraged to have students visit the website mangerbouger.fr to explore health and wellness resources (connections to physical education and health curriculums).
  + Criterion #5.9: L1 TE p. 181. Suggestions for identifying questions are used such as “qui, qu’est-ce que, quand, comment”.

## 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 | D’accord 1 TE, D’accord 1a TE,  D’accord 1b TE,  D’accord 2 TE | All Pages  For example: p. 26 (D’accord 1) | 2.1, 2.2, 3.1, 3.2, 4.2 | Have the key standards match the way the standards are written in the 2019 adopted document (e.g., WL.CM.3.N) | The current numbers for the key standards do not match the standards abbreviation as they are written in the WL standards (e.g., WL.CM.3.N) |
| **2** | Novice | D’accord 1 TE | vi–xi | There were “floating” pages when I received my textbook. | Have the correct pages in the book | Floating pages placed outside of the book. |

## 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 | A3 | L2 SE/TE | 105 | Four pictures (bottom of page) | Add gender-inclusive images | All professions are represented by only males. |
| **2** | Novice | A8 | L1 & L1A TE | L1 xxvi; L1A xxiv | List of common boys and girls names | Include gender neutral names | The resources should be appropriate for use with all students regardless of their gender, gender identity, and gender expression. |
| **3** | Novice | B1 | L1 & L1A SE/TE | 2, 20, 46 | Cartoon depictions of various people | Replace drawings with more culturally sensitive cartoons. | Cartoons have Asians represented with slanted eyes. |

California Department of Education, August 2021