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. | *¡Qué chévere!* | Novice |

## Program Summary:

*¡Qué chévere!* includes the following: Student Edition (SE), Annotated Teacher’s Edition (ATE), Electronic Annotated Teacher’s Edition (eATE), and Pre-AP Reading (PAR).

## Recommendation:

*¡Qué chévere!* 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/ATE p. 312. Students demonstrate an understanding of the poem “La pobre viejecita” by recognizing memorized words, phrases and simple sentences in order to indicate the correct responses to four questions.
* WL.CM2.N: SE/ATE p. 397. Students participate in a real-world, spoken conversation regarding household chores utilizing memorized words, phrases and simple sentences from the presented vocabulary, grammar and culture.
* WL.CM3.N: SE/ATE p. 265. Students present information in the form of a survey which identifies types of music their peers may enjoy: peers must indicate where they obtain their music such as online, in a music venue or at school.
* WL.CM4.N: SE/ATE pp. 36, 351. Todo en contexto/Amigos por correo electrónico. Evidence of activities for students to recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in common daily settings.
* WL.CM5.N: SE/ATE pp. 70–71. Students read a selection about grades in high school and demonstrate understanding of the words, phrases and simple sentences via comprehension and analysis questions.
* WL.CM6.N: SE/ATE p. 116. Students imagine they are guests at a quinceañera and practice introductions and basic conversation in groups following suggested topics. Students use memorized phrases and simple sentences.
* WL.CM7.N: SE/ATE p. 339. The text identifies similarities and differences between the present progressive tenses of English and Spanish, looking at both the morphology and syntax.
* WL.CL1.N: SE/ATE pp. 7, 36. Program includes appropriate gestures and expressions are noted within paired and small group activities, which reflect “culturally appropriate interactions,” as exemplified by classroom expressions, acting out a dialogue, and describing an illustration based on the gestures.
* WL.CL2.N: SE/ATE pp. 8–9, 101, 153, 261. Students analyze coming-of-age milestones (practices), preserving ethnic and cultural diversity (perspectives), and gastronomy from different countries (products).
* WL.CL3.N: SE/ATE pp. 28–29, 41, 87. Materials present opportunities for students to examine similarities and differences among very familiar, common daily products, practices, and perspectives, as exemplified by the following: greetings and physical interactions, slang expressions, and dress codes.
* WL.CL 3.N SE/ATE p. 37. Materials include perspectives in the mainstream cultures of the U.S. and students’ own cultures.
* WL.CN1.N. SE/ATE p. 429. Students reinforce their knowledge of math and cooking by converting kilos to pounds in a paella recipe.
* WL.CN2.N. SE/ATE pp. 97–98. Students learn about the distinctive viewpoint regarding borders in the authentic bicultural Gina Valdés poem.
* Criterion 1.3: Novice, SE/ATE pp. 41, 97, 100, 245, 278, 314. The materials include dedicated sections on “Differentiated Learning” and “Learning Styles” within the sidebar of every other page of the teacher’s edition (ATE). There are also key features throughout the ATE that are color-coded and focus on games, critical thinking, expansion activities, and Total Physical Response (TPR).
* Criterion 1.5: Novice, SE/ATE p. 177. The text provides an accurate explanation of the usages of *ser* and *estar*, including more ambiguous cases such as translating “taking place” and where the meaning of the sentence changes depending upon word choice: “Elena está guapa hoy.” vs. “Armando es un muchacho guapo.”
* Criterion 1.6: Novice, SE/ATE pp. 190, 195, 235, 264, 311, 315. There are multiple opportunities for students to connect with content area knowledge, including environmental science, history and civics, literature, art, mathematics, and computer technology.
* Criterion 1.8: Novice, SE/ATE pp. 226, 235–236. The text highlights the role that humans play in taking care of the ecosystem, including several instances of maintaining resources in Costa Rica’s forests and waters.

### **Criteria Category 2: Program Organization**

The organization and features of the instructional materials *support* instruction and learning of the standards.

#### Citations:

* + Criterion 2.2: Novice, SE/ATE iv–xiii, pp. 526–546; ATE pp. 3, 28–29. The table of contents, indexes, glossaries, are designed to help teachers, parents or guardians, and students to navigate the program and to access support materials and assessment guides.
	+ Criterion 2.4: Novice, SE/ATE pp. T6–T7, T26–T27, 1–3, 22, 36, 41–43. The Scope and Sequence and Resources and Features and Instructional Tips provide an overview of the content in each unit. The Reference Desk outlines concepts and skills to be developed according to World Language Standards.
	+ Criterion 2.8: Novice, SE/ATE pp. 147, 287, 379, 435, 497, 498. These activities provide students opportunities to revisit previously learned language concepts from which to build upon.
	+ Criterion 2.9: Novice, SE/ATE p. T6. This section provides effective articulation 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:

* + Criteria 3.1: Novice, SE/ATE p. 48. Students are provided with multiple opportunities to voice prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies by participating in oral discussions regarding teacher suggestions for essential instruction.
	+ Criteria 3.4: Novice, SE/SE p. 48. Students are given the opportunity to independently apply world language proficiencies described in the World Languages Standards by engaging in and completing tasks, engaging in collaborative conversations, utilizing samples of writing to write a response, and using content and cultural knowledge embedded in all “Proyectos” throughout the textbook.
	+ Criteria 3.5: Novice, SE/ATE p.15. The materials in the teacher guide include a section titled Differentiated Learning, which comprises sections such as Adapt/Heritage Learners, Remediation, and Learning Styles, which helps teachers make adjustments that yield immediate benefits to student learning.
	+ Criteria 3.6: Novice, SE/ATE p. 130. There are multiple opportunities for utilizing guiding questions to monitor students' receptive and productive proficiencies in “Comprensión” and “Analiza” sections throughout.

### **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:

* + Criteria 4.2: Novice, SE/ATE pp. 11, 17, 77, 81. The materials include a variety of suggestions to adapt the curriculum to meet students’ assessed needs including suggestions for students with auditory impairment, speech impairment, AD(H)D, and dyslexia.
	+ Criteria 4.4: Novice, SE/ATE pp. 3, 7, 302. Teachers are provided multiple strategies to implement to support English learners, including the suggestion to read an audio script and write key vocabulary on the board (“Decelerate”), ensuring comprehension of useful phrases in English as well as Spanish, and using gestures to reinforce vocabulary.
	+ Criteria 4.6: Novice, SE/ATE pp. 97, 287; TE p. 41. Students are given multiple strategies to improve skills such as reading and writing that can be applied to both English and Spanish, including “Estrategias,” like using the title to make predictions and using transitional words to connect sentences. The teachers’ edition provides strategies to implement to help below grade level students such as preparing them with reading strategies before reading a longer selection.
	+ Criteria 4.7: Novice, SE/ATE p. 203; TE p. 423. The student edition provides multiple opportunities for advanced students to expand their skills in the “Comunidades” boxes, such as a suggestion to interview a native Spanish speaker using the topics in the unit of study. The teacher's edition offers strategies to differentiate for advanced learners (“Accelerate”), such as providing a leveled-up text to encourage learners to use context clues to decipher meaning from context.

### **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, SE/ATE pp. T28, T30–T31, 98, 218. The material includes multiple suggestions for organizing resources and pacing lessons.
	+ Criterion 5.4: Novice, SE/ATE pp. 45, 257, 511. Students are given suggestions for connecting world languages education content with examples of interdisciplinary within the appropriate grade level such as arts, literature, and history.
	+ Criterion 5.7: Novice, WB pp.187–215. Students are given opportunities for additional practice and extension of skills that have been taught.
	+ Criterion 5.9: Novice, SE/ATE p. 288. Students are given guidance for the use of language learning strategies with opportunities to use them in context such as how to summarize an informative text.

## 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 | 286, Activity 29 | Interpersonal Speaking | Interpersonal Speaking, Presentational Speaking | Both modes of communication are used in this activity. |
| 2 | Novice | Online readersAventuras de Guille y Marta | Chapter 1 p.12 gramática | 4. Guillermo…vivirer | 4. Guillermo…(vivir) | Clarity in the text for reading comprehension |

## 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 | C.4. | SE(first noticed instance) | p. 163(first noticed instance), glossary, etc. | 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. |
| 2 | Novice | A.6. | SE | Unit 6 | Various unit images | Change a few pictures to depict males engaged in domestic work such as chores, cooking, or serving. Suggestions: p. 285 show a male picking out dishes, p. 274 show a male helping prepare the meal. | Women (vs. men) are disproportionately shown doing house work. |

California Department of Education, August 2021