

**Livonia Public Schools
Academic Services Department
World Languages**

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TO: Kristen Quesada, Principal, Churchill
Pete Mazzoni, Principal, Stevenson
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FROM: Matthew Miga
World Language Facilitator

SUBJECT: Textbook Recommendation for Spanish 4/5

Committee Members

Vicki Buchta, Churchill
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Recommended Textbook:

Auténtico 3 2018, Pearson Education, Inc.

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Savvas Learning Company**

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Cost proposal attached

Estimated distribution of textbooks (Estimated total 150)

90 physical copies of the Autentico 3 textbook with digital access

60 digital access to the Autentico 3 textbook

(Teachers have requested a class set of books, so we are ordering a set of 30 physical copies for each high school but making sure all students will have digital access to the textbooks.)

Summary of Course

Spanish 4 and Spanish 5 continues to introduce students to the Spanish language and Hispanic culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive). Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

Overview

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach. In addition, teachers are seeking to have a guaranteed viable curriculum, so all students have equitable access to an upper-level Spanish curriculum. The Autentico textbook will help with both focus areas. The Auténtico series was implemented with Level 1, 2, and 3. Based on teacher feedback and continuation of scope and sequence, the committee wants to continue with the Autentico series. This textbook was clearly designed with the Common Core State Standards and best practices in mind. It was developed with input from Spanish teachers based on current pedagogical research that will allow students opportunities for growth in interpersonal, presentational, and interpretive communication.

After reviewing the textbook, the committee recognized two shortcomings of the textbook series: units that connected with our students and some state standards not being met. Adios textbook was a resource that Spanish III teachers were using and offered a variety of up-to-date, curated, and proficiency-oriented units as well as tools to help teachers make progress towards proficiency-based, acquisition-driven instruction. Spanish IV/V teachers piloted this material as a supplement to the textbook, rotating back and forth between textbook units and Adios textbook units. Students and teachers responded positively to the use of this resource. It also allowed teachers to create a more robust two-year cycle for the curriculum so that students who take both Spanish IV and Spanish V would experience new units each year while not losing out on standards and content expectations.

Evaluation Process

All world language teachers met together to review research and best practices. The committee determined that the best situation would be one in which each language adopted a series, thereby the concepts would flow coherently, and we would anticipate fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team used the same needs assessment summary as for the Level 1, 2, and 3 courses.

The Spanish team was composed of teachers from all the high schools. One teacher engaged in the process of selecting the Spanish 1, 2, and 3 textbook also served on the Spanish 4/5 textbook selection committee. All teachers were invited to give insight to whether to continue with the textbook series or not. In addition, teachers were able to pilot the materials for the 2022-23 school year. The insights of colleagues were carefully considered as the committee made its decision to continue with the textbook series. In addition, the team used a survey of Spanish 2, Spanish 3, and Spanish 4 from 2021-22 students to determine their needs.

Needs Assessment Summary

- Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

BALANCED			
	Planning with Themes	Instruction via Contextualized Communication	Assessment Continuum
I N P U T	Authentic texts and materials Culturally appropriate Spiraled Age-appropriate/Engaging Cross-curricular connections	Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy	Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback
OUTPUT			

- Based on student feedback, the team developed the following vision statement to help guide our work:
- **Students will leave Spanish 5 being able to speak Spanish spontaneously and freely at an Intermediate-mid proficiency level by using presentational communication to help students be able to shelter vocabulary and grammar while discussing everyday topics that are meaningful to them as well as make culture an every-day part of classroom practice.**

Evaluation Criteria

The committee reviewed the materials, evaluations and rubric that the Level 1 committee utilized to determine Auténtico as the recommended text for Spanish 1 and 2. In addition, the team also developed focus standards for Spanish 3, 4, and 5 to help us evaluate a variety of textbooks. Although our colleagues made it clear they wanted to continue with the Auténtico series, the team wanted to evaluate other materials to make sure Auténtico would continue to be a good fit.

Textbooks Explored

- *Auténtico*, Pearson
- *EntreCulturas*, Wayside Publishing
- *Imagina*, Vista Higher Learning
- *Revista*, Vista Higher Learning
- *Tejidos*, Wayside Publishing
- *Temas*, Vista Higher Learning

- *Voces Digital*, Teacher's Discovery

Professional Development Needs

- Training of all online components, including Adióstextbook
- Overview of print resources
- Time for collaboration and planning
- Time to create common student learning objectives
- Time for establishing new common assessments
- Further time to evaluate materials for levels 4 and 5
- Further time to evaluate use of language readers in levels 3, 4, and 5

Supplemental Materials

- Level 4/5 teachers will receive a subscription to Adióstextbook.com. Cost proposal attached.

Additional Considerations

- Need for increased access to technology, especially to Chromebooks.
- This is for an eight year license to the online component and e-book; in seven years, the district will need to evaluate the availability of online resources.
- Adióstextbook is quoted for a three-year adoption. The district will need to evaluate the availability of online resources in year two.

cc

Theresa O'Brien

Kevin Etue

World Language Department Chairs