

The district Spanish World Language Instructional Materials renewal committee has met over the past six months. The **Estacada High School Spanish** teacher on the committee agreed that the *EntreCulturas* materials best meets the needs of our district. To reach this decision, we used the Oregon World Languages Adoption Criteria and the IMET Review Rubric for Instructional Materials provided by the Oregon Department of Education. We reviewed four programs using these criteria documents and *EntreCulturas* rose to the top. Below are key points justifying this decision.

**Alignment to the Oregon World Language and ACTFL Standards:**

- Addresses all levels
- Provides coherence
- Provides opportunities for rigorous application of skills and concepts including real world situations.
- Develops understanding through conceptual problems, questions, and multiple representations.
- Provides daily opportunities for students to read, write, listen, and speak to practice newly acquired Spanish language skills.

**Alignment to Oregon World Language Key Criteria:**

- Communication: Interpersonal, Interpretive and Presentational
- Culture: Interact with cultural competence and understanding
- Connections: Connect with other disciplines and diverse perspectives to use language in academic and career-related situations.
- Comparisons: Develops insight to interact with cultural competence
- Communities: Interact with cultural competence to participate in multilingual communities

**Instructional Supports and Alignment to Estacada High Essential Learning Standards:**

- Includes rich academic language, yet is student friendly.
- Facilitates a mix of instructional approaches for students with diverse learning needs.
- Uses technology and media to deepen learning.
- The textbook is available in digital/non digital formats and are accessible to all students.
- Includes scaffolding, differentiation and extra support for a broad range of learners that supports students above and below a given grade level.
- Lessons encourage students to think about real world applications.
- Correlates with both AP/IB Themes.
- Includes Can Do statements that show progress in both Interculturality and Communication.
- The Integrated Performance Assessments align directly with the performance tasks with the Spanish ELS LT2:Listening, LT3:Speaking, LT4:Reading, LT5:Writing and LT6:Vocabulary and Grammar.

**Assessment:**

- Provides multiple assessment types, both digital and don-digital formats accessible to all students.
- Includes frequent formative assessments to drive instruction.
- Includes summative assessments.
- Prepares students for high-stakes testing through rigorous aligned assessments.
- Includes performance based assessments.
- Provides Performance Assessment Rubrics, Analytic Growth Rubrics and Holistic Rubrics

**Spanish World Language Adoption Committee****Rationale and Background**

**Rationale:** Beginning in March of 2021, the Director of Teaching and Learning, the English Learner Program Coordinator, and the EHS Spanish Teacher formed a committee to begin the work of curriculum renewal for Spanish World Language Levels 1 - 4. The Spanish World Language committee has worked diligently since then to read research, survey teachers and parents, and review a varied selection of Spanish instructional materials.

Due to the Covid-19 pandemic, the Oregon Department of Education curated a video textbook caravan. The EHS Spanish teacher viewed the video caravan and spent time at home reviewing materials. The Estacada High School Spanish teacher tried some lessons. The curriculum was reviewed using a rigorous rubric that outlined criteria needed in world language instructional materials for the success of our students. After reviewing all of the programs a final consensus was reached and the committee put together the following recommendation.

During our extensive examination, we addressed both the needed rigor for our students as well as materials that connect the subject matter to meaningful context. Teachers wanted well organized materials, support for differentiation, that is proficiency based to align with our Standards Based Learning and Reporting.

Below is a list of how the resources addressed the assessed criterion:

**Alignment to the Oregon World Language and ACTFL Standards:**

- Program addresses all Spanish proficiency levels 1-4 at the 9th-12th grade level and includes a clear and explicit purpose for instruction.

## **Alignment to Key Criteria:**

### **Communication**

- Materials are consistent with the learning progression, with units logically developed and leading to the next lesson.
- The standards are clearly identified in the lesson and the logical progression of standards are shown at the beginning of each unit.
- Prerequisite skills are listed and additional standards are listed in the teacher guide.

### **Culture**

- Students have an opportunity for guided practice and discovery lessons in the instruction book.
- Materials provide students extensive work with grade-level problems along with opportunities for differentiated instruction to meet the needs of all learners.
- Students develop understanding through meaningful context and connections to real world tasks.

### **Connections**

- Unit goals review the learning targets for interpretive, interpersonal and interculturality.
- Essential questions connect day to day learning to bigger real world questions.

### **Comparisons**

- Teacher guide provides good ideas for group discussions, differentiation and extension activities.
- Students demonstrate learning through performance tasks with real world connections.

### **Communities**

- Cultural competence allows students to use language in the classroom, in their communities and in the globalized world.

### **Instructional Supports**

- Program has a strong technology component including:
  - Online textbook, resources, Videos, and digital access, Explorer-digital guide, flipped classroom, vocabulary, grammar and extension activities.
- Provides scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below grade level.
- Lessons encourage students to think about real world interactions.

### **Assessment**

- Rubrics are provided for each Performance Tasks.
- Includes performance based assessments.
- Provides multiple types of Rubrics: Performance Assessment Rubrics, Analytic Growth Rubrics and Holistic Rubrics.

- Can Do statements are displayed alongside activities in the student edition so students can self-assess and reflect as they build their digital portfolios.