

# Instructional Material Program: Mapas 2

Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

**Subject and Oklahoma State Subject Code:** Spanish II | 2132 & 3162

**Grade(s):** K-8 & 9-12

## OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

| Page number(s) identifying the correlation location   | Standard / Objective and Correlating Content  |
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|   | <b>GOAL 1: COMMUNICATION</b><br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                                |
|   | <b>1. INTERPRETIVE COMMUNICATION</b><br>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |
|   | <b>Interpretive Listening</b>   |
| p. 6 (act. 10, 11), p. 8 (act. 17), p. 14 (act. 36), p. 15 (act. 42, 43, 44), p. 21 (act. 69, 70, 71, 72), p. 53 (act. 65, 66, 67, 68, 69), p. 85 (act. 69), p. 121 (act. 58, 59, 60)   | <b>Novice High</b><br>a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.                          |
| p. 42 (act. 13, 14, 15, 16, 17, 18, 19), p. 44 (act. 24, 25, 26), p. 72 (act. 13, 14, 16), p. 74 (act. 23, 24), p. 77 (act. 38), p. 79 (act. 46), p. 84 (act. 65), p. 110 (act. 12, 13), p. 115 (act. 28, 29), p. 142 (act. 11, 12, 13, 14), p. 147 (act. 33, 34), p. 153 (act. 61), p. 189 (act. 59, 60, 61, 63) | <b>Intermediate Low</b><br>a) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed. |

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| p. 176 (act. 10, 12), p. 181 (act. 24, 25),<br>p. 190 (act. 66), p. 191 (act. 69)  | <b>Intermediate Mid</b><br>a) I can identify the topic and related information in texts, spontaneous conversations or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed. |
|  | <b>Interpretive Reading</b>  |
| p. 4 (act. 1, 2), p. 5 (act. 6), p. 6 (act. 9, 13),<br>p. 8 (act. 16), p. 14 (act. 37, 39, 40), p. 15 (act. 49), p. 16 (act. 52, 53), p. 17 (act. 56, 60, 61), p. 18 (act. 60, 61), p. 19 (act. 65, 66, 67), p. 20 (act. 65), p. 21 (act. 69, 70, 71, 72), p. 22 (act. 75), p. 27 (act. 85, 86), p. 29 (Proyectos: individual), p. 40 (act. 1, 2), p. 41 (act. 10, 11), p. 48 (act. 42, 43, 44), p. 49 (act. 48, 49), p. 50 (act. 50, 51), p. 52 (act. 60, 61), p. 56 (act. 75, 76, 77), p. 57 (act. 78, 79), p. 70 (act. 1, 4, 5), p. 71 (act. 6), p. 72 (act. 10, 11, 12), p. 85 (act. 70), p. 89 (act. 80, 83), p. 114 (act. 24), p. 115 (act. 31), p. 116 (act. 35, 36), p. 119 (act. 48, 49, 51), p. 125 (act. 68, 69), p. 150 (45, 46), p. 151 (act. 50)   | <b>Novice High</b><br>a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.   |
| p. 27 (act. 85)  | <b>Novice High</b><br>b) I can sometimes understand the main idea of what I have read.   |
| p. 9 (act. 20), p. 10 (act. 20), p. 11 (act. 22, 23), p. 12 (act. 25, 26, 27), p. 13 (act. 31, 34, 35), p. 23 (act. 76), p. 25 (act. 78, 79, 80, 82), p. 29 (Proyectos: individual), p. 44 (act. 21, 22), p. 46 (act. 29), p. 47 (act. 37, 38, 39), p. 50 (act. 54), p. 51 (act. 55, 56, 57, 58, 59), p. 54 (act. 73), p. 56 (act. 74), p. 58 (act. 81), p. 59 (act. 82, 83, 84), p. 76 (act. 28, 29), p. 77 (act. 34, 35, 36, 37), p. 78 (act. 41, 42, 43), p. 81 (act. 53, 54, 55), p. 82 (act. 56, 57), p. 83 (act. 60, 61), p. 84 (act. 66), p. 86 (act. 76), p. 91 (act. 86, 87, 88, 89, 90), p. 108 (act. 1), p. 109 (act. 6, 7, 8), p. 110 (act. 11, 15), p. 118 (act. 44, 45, 46), p. 120 (act. 54), p. 122 (act. 63), p. 123 (act. 64, 65, 66), p. 127 (act. 73), p. 140 (act. 2, 3), p. 141 (act. 8), p. 144 (act. 19, 20, 21), p. 146 (act. 27), p. 147 (act. 28, 29, 30), p. 148 (act. 36, | <b>Intermediate Low</b><br>a) I can identify the topic and related information in short and simple texts, on familiar topics when read.  |

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| 37, 38), p. 149 (act. 41, 42, 43), p. 152 (act. 53, 54, 55, 56), p. 153 (act. 58), p. 154 (act. 63, 64, 65, 66), p. 156 (act. 75, 76, 78), p. 157 (act. 79, 80), p. 159 (act. 83, 85), p. 160 (act. 87), p. 161 (act. 88, 89, 90, 91), p. 174 (act. 1), p. 175 (act. 6)   |   |
| p. 27 (act. 85, 86, 87), p. 74 (act. 19, 20, 22), p. 112 (act. 17, 18, 19, 21), p. 178 (act. 13), p. 179 (act. 16, 17), p. 180 (act. 20), p. 181 (act. 21), p. 182 (act. 27, 28), p. 183 (act. 29, 31, 33), p. 191 (act. 68), p. 184 (act. 38), p. 187 (50), p. 188 (act. 55, 57), p. 193 (act. 71), p. 194 (act. 75, 76), p. 195 (act. 77), p. 196 (Proyectos: en grupo)   | <b>Intermediate Mid</b><br>a) I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when viewed or read.   |
|   | <b>2. INTERPERSONAL COMMUNICATION</b><br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.   |
|   | <b>Interpersonal Communication</b>  |
| p. 13 (act. 28, 29), p. 14 (act. 41), p. 46 (act. 30, 31, 32), p. 47 (act. 33, 34, 35), p. 52 (act. 62, 63), p. 53 (act. 65, 66, 67, 68, 69), p. 76 (act. 30, 31, 32, 33), p. 79 (act. 44, 45), p. 82 (act. 56, 57, 58, 59), p. 83 (act. 61, 62), p. 85 (act. 71, 72, 73, 74), p. 116 (act. 35, 36, 37), p. 117 (act. 38, 39, 40, 41), p. 118 (act. 42, 43, 44, 45, 46, 47), p. 119 (act. 48, 49, 50, 51, 52, 53), p. 121 (act. 58, 59, 60, 61), p. 122 (act. 62, 65), p. 153 (act. 57, 58, 59, 60, 61, 62), p. 155 (act. 69, 70, 71, 72, 73), p. 183 (act. 30, 31, 33), p. 185 (act. 40), p. 186 (act. 45, 46, 47), p. 189 (act. 59, 60, 61, 62, 63, 64, 65) | <b>Novice High</b><br>a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths. |
| p. 4 (act. 5), p. 5 (act. 6, 8), p. 6 (act. 12, 13), p. 8 (act. 19), p. 13 (act. 31, 34, 35), p. 15 (act. 50, 51), p. 16 (act. 54, 55, Foro de discusión), p. 17 (act. 56, 59), p. 19 (act. 63, 64), p. 19 (act. 65, 66, 67), p. 21 (act. 73), p. 22 (act. 74, 75), p. 24 (act. 77), p. 25 (act. 79, 81, 82), p. 27 (act. 87), p. 40 (act. 3, 4, 5, 6, 7, 8, 9), p. 42 (act. 19), p. 44 (act. 20, 23, 26, 27, 28), p. 47 (act. 40, 41), p. 48 (act. 45, 47), p. 49 (act. 48, 49, Foro de discusión), p.   | <b>Intermediate Low</b><br>a) I can participate in conversations on a number of familiar topics using simple sentences.   |

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| <p>50 (act. 52, 53, 54), p. 51 (act. 57, 59), p. 53 (act. 70, 71), p. 54 (act. 72), p. 56 (act. 76, 77), p. 57 (act. 79, 80), p. 59 (act. 83, 84, 85), p. 70 (act. 2, 3, 4, 5), p. 71 (act. 7, 8, 9, Foro de discusión), p. 72 (act. 10, 11, 12, 15, 16, Foro de discusión), p. 74 (act. 21, 22, 24, 26, 27), p. 77 (act. 35, 36, 39, 40), p. 78 (act. 43), p. 79 (act. 48), p. 80 (act. 50, 51, 52), p. 81 (act. 55), p. 82 (act. 59, Foro de discusión), p. 83 (act. 63, 64), p. 84 (act. 67, 68), p. 86 (act. 75), p. 87 (act. 77), p. 88 (act. 79), p. 89 (act. 81, 82, 83), p. 90 (act. 85), p. 91 (act. 88, 89, 90), p. 92 (Proyectos: en grupo), p. 155 (act. 74), p. 158 (act. 82), p. 159 (act. 84, 85, 86), p. 160 (act. 87), p. 161 (act. 89, 90)</p>  |   |
| <p>p. 8 (act. 14, 15, 16, 18), p. 11 (act. 21, 24), p. 13 (act. 30, 32), p. 14 (act. 38, 39, 40), p. 15 (act. 45, 46, 47, 49), p. 16 (act. 57), p. 19 (act. 62), p. 20 (act. 66, 67), p. 26 (act. 83, 84), p. 27 (act. 86), p. 28 (Proyectos: en grupo), p. 41 (act. 12), p. 42 (act. 18), p. 47 (act. 36, 39), p. 48 (act. 46)</p>   | <p><b>Intermediate Low</b><br/>b) I can handle short social interactions in everyday situations by asking and answering simple questions.</p> |
| <p>p. 108 (act. 2, 3, 5), p. 109 (act. 8, 9, 10), p. 110 (act. 13, 14, 15), p. 112 (act. 16, 19, 20), p. 114 (act. 23, 25, 26, 27, Foro de discusión), p. 115 (act. 29, 30, 32, 33, 34), p. 120 (act. 54, 55, 56, 57), p. 122 (act. 62, 65), p. 124 (act. 67), p. 125 (act. 70), p. 126 (act. 72), p. 127 (act. 73, 74, 75), p. 128 (Proyectos: en grupo), p. 140 (act. 4, 5, Foro de discusión), p. 141 (act. 9), p. 142 (act. 10, 12, 15, 16, 17, Foro de discusión), p. 144 (act. 18, 22, 23), p. 146 (act. 26), p. 147 (act. 31, 32, 35, Foro de discusión), p. 148 (act. 36, 39), p. 149 (act. 42, 44), p. 150 (45, 46), p. 151 (act. 49, 50, 51, 52), p. 154 (act. 67, 68), p. 156 (act. 77), p. 157 (act. 79, 80, 81), p. 174 (act. 2, 3, 4, 5), p. 175 (act. 7), p. 176 (act. 8, 9, 11, 12, Foro de discusión), p. 178 (act. 14), p. 179 (act. 18, 19), p. 181 (act. 22, 23, 26, Foro de discusión), p. 183 (act. 34, 36, 37), p. 185 (act. 41, 42, 43, 44), p. 186 (act. 48, 49), p. 187 (act. 52), p. 188 (act. 56, 58), p. 190 (act. 67), p. 191 (act. 69), p. 192</p> | <p><b>Intermediate Mid</b><br/>a) I can participate in conversations on familiar topics using sentences and series of sentences.</p>          |

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| (act. 70), p. 193 (act. 72, 73, 74), p. 194 (act. 75)  |  |
| p. 148 (act. 40), p. 178 (act. 13, 15), p. 187 (act. 51), p. 196 (Proyectos: en grupo)   | <b>Intermediate Mid</b><br>b) I can handle short social interactions in everyday situations by asking and answering a variety of questions.  |
| p. 4 (act. 4, 5), p. 11 (act. 23), p. 147 (foro de discusión)  | <b>Intermediate Mid</b><br>c) I can usually say or sign what I want to about myself and my everyday life.  |
|  | <b>3. PRESENTATIONAL COMMUNICATION</b><br>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.    |
|  | <b>Presentational Speaking / Signing</b>   |
| p. 4 (act. 4), p. 11 (act. 23), p. 25 (act. 82)  | <b>Novice High</b><br>a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.         |
| p. 28 (Proyectos: en grupo), p. 74 (act. 26), p. 92 (Proyectos: en grupo), p. 140 (act. 6), p. 153 (act. 62)   | <b>Intermediate Low</b><br>a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.        |
| p. 29 (Proyectos: individual), p. 70 (act. 4)  | <b>Intermediate Low</b><br>b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.   |
| p. 21 (act. 72, 73), p. 52 (act. 64), p. 60 (Proyectos: en grupo), p. 89 (act. 84), p. 128 (Proyectos: en grupo), p. 144 (act. 24), p. 162 (Proyectos: en grupo), p. 187 (act. 54), p. 195 (act. 78, 79), p. 197 (Proyectos: individual) | <b>Intermediate Mid</b><br>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures. |
| p. 154 (act. 68)   | <b>Intermediate Mid</b><br>b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.  |

|  | Presentational Writing   |
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| p. 4 (act. 3), p. 5 (act. 7), p. 16 (act. 53), p. 17 (act. 58), p. 142 (act. 10)   | <b>Novice High</b><br>a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences. |
| p. 11 (act. 24), p. 20 (act. 67), p. 28 (Proyectos: en grupo), p. 79 (act. 47), p. 117 (act. 38)   | <b>Novice High</b><br>b) I can compose short messages and notes on familiar topics related to everyday life in culturally accepted ways.   |
| p. 13 (act. 33), p. 15 (act. 48), p. 19 (act. 68), p. 20 (act. 68), p. 29 (Proyectos: individual), p. 51 (act. 59), p. 52 (act. 60), p. 71 (act. 6), p. 74 (act. 18, 20, 25), p. 80 (act. 49, 52), p. 87 (act. 78), p. 92 (Proyectos: en grupo), p. 93 (Proyectos: individual), p. 108 (act. 3), p. 114 (act. 22), p. 119 (act. 53), p. 120 (act. 57), p. 125 (act. 71), p. 127 (act. 75), p. 129 (Proyectos: individual), p. 140 (act. 1), p. 144 (act. 23, 25), p. 147 (act. 35), p. 150 (act. 47), p. 151 (act. 48), p. 153 (act. 62), p. 157 (act. 80), p. 163 (Proyectos: individual), p. 183 (act. 32, 35), p. 184 (act. 39), p. 185 (act. 43), p. 187 (act. 50) | <b>Intermediate Low</b><br>a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.  |
|  | <b>Intermediate Low</b><br>b) I can present information, raise awareness, and express personal preferences in culturally accepted ways.  |
| p. 60 (Proyectos: en grupo), p. 61 (Proyectos: individual), p. 126 (act. 75), p. 128 (Proyectos: en grupo), p. 144 (act. 23, 25), p. 162 (Proyectos: en grupo)   | <b>Intermediate Mid</b><br>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases while relying on visual aids.                       |
| p. 154 (act. 68)   | <b>Intermediate Mid</b><br>b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.   |

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|  | <b>GOAL 2: CULTURE</b><br>Interact with Cultural Competence and Understanding  |
|  | <b>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</b><br>Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. |
| p. 197 (Proyectos: individual)   | <b>Novice</b><br>a) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.  |
| p. 29 (Proyectos: individual), p. 57 (act. 78, 79)   | <b>Novice</b><br>b) I can identify and participate in traditional practices, cultural activities and in the target cultures.   |
| p. 70 (act. 4), p. 78 (act. 41, 43)  | <b>Novice</b><br>c) I can identify with some perspectives and worldviews from the target cultures.   |
| p. 6 (act. 9)  | <b>Novice</b><br>d) I can recognize diversity and the impact of stereotyping other cultures.   |
| p. 25 (act. 78, 79)  | <b>Novice</b><br>e) I can recognize differences and similarities between the target cultures and my own.   |
| p. 6 (Foro de discusión), p. 16 (Foro de discusión), p. 49 (Foro de discusión), p. 71 (Foro de discusión), p. 82 (Foro de discusión), p. 114 (Foro de discusión), p. 140 (Foro de discusión), p. 142 (Foro de discusión), p. 147 (Foro de discusión), p. 176 (Foro de discusión), p. 181 (Foro de discusión), p. 197 (Proyectos: individual) | <b>Intermediate</b><br>a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.   |
| p. 156 (act. 75, 76, 77, 78), p. 157 (act. 79, 80, 81)   | <b>Intermediate</b><br>b) I can explain different traditions and customs of the target cultures in simple terms.   |
| p. 4 (act. 1, 2), p. 44 (act. 20, 21, 22, 23, 24, 25, 26, 27), p. 141 (act. 8, 9), p. 141 (act. 8, 9)  | <b>Intermediate</b><br>c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.   |

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| p. 6 (act. 9, 10, 11, 12, 13, Foro de discusión), p. 57 (act. 78, 79), p. 70 (act. 4)  | <b>Intermediate</b><br>d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.                    |
|  | <b>Intermediate</b><br>e) I can discuss and evaluate some commonly held generalizations about the target culture.  |
|  | <b>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</b><br>Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |
|  | <b>Novice</b><br>a) I can identify and explore artifacts and symbols commonly used in diverse target-language communities.   |
| p. 58 (act. 81), p. 27 (act. 85, 86), p. 114 (act. 22), p. 127 (act. 73, 75), p. 182 (act. 27, 28)   | <b>Novice</b><br>b) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities.                             |
|  | <b>Novice</b><br>c) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own culture.                             |
| p. 6 (9, Foro de discusión), p. 26 (act. 83, 84), p. 27 (act. 85, 86, 87), p. 29 (Proyectos: individual), p. 46 (act. 29), p. 47 (act. 35), p. 56 (act. 75, 76, 77), p. 57 (act. 78, 79), p. 59 (act. 82, 83, 84, 85), p. 81 (act. 53), p. 114 (act. 23), p. 127 (act. 74, 75) | <b>Novice</b><br>d) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.                              |
| p. 72 (act. 13, 14, 15, 16), p. 70 (act. 4)  | <b>Novice</b><br>e) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.   |
| p. 124 (act. 67), p. 125 (act. 69, 70, 71), p. 126 (act. 72), p. 127 (act. 73, 74, 75), p. 140 (act. 3, 4, 5, 6), p. 142 (act. 10, 11, 12, 13, 14, 15, 16, 17), p. 144 (act. 18, 19, 20, 21, 22, 23) p. 150 (act. 45, 46, 47), p. 152 (act.                                    | <b>Intermediate</b><br>a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.   |



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| 53, 54, 55, 56), p. 153 (act. 58), p. 154 (act. 63, 64, 65, 66), p. 155 (act. 73), p. 158 (act. 82), p. 159 (act. 83, 84, 85, 86), p. 160 (act. 87, 91), p. 162 (Proyectos: en grupo), p. 193 (act. 71, 72, 73), p. 194 (act. 76), p. 195 (act. 77, 78, 79) |  |
|   | <b>Intermediate</b><br>b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target language communities. |
|   | <b>Intermediate</b><br>c) I can identify and explain the influence of the target language and cultures on the products of my own culture                                 |
|   | <b>Intermediate</b><br>d) I can explain how geography impacts the products of diverse target-language communities.   |
| p. 27 (act. 86), p. 59 (act. 83, 84), p. 81 (act. 53), p. 86 (act. 76), p. 89 (act. 80, 81, 82, 83, 84), p. 91 (act. 86, 87, 88, 89, 90), p. 108 (act. 1), p. 161 (act. 88, 89, 90)   | <b>Intermediate</b><br>e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.           |

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|   | <b>GOAL 3: CONNECTIONS</b><br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.  |
|   | <b>1. MAKING CONNECTIONS</b><br>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. |
| p. 21 (act. 72), p. 26 (act. 83, 84), p. 27 (act. 85, 86, 87), p. 49 (Foro de discusión), p. 57 (act. 80), p. 86 (act. 75), p. 88 (act. 79), p. 90 (act. 85), p. 93 (Proyectos: individual) | <b>Novice</b><br>a) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.                               |

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| p. 21 (act. 72), p. 56 (act. 75, 76, 77), p. 57 (act. 78, 79), p. 86 (act. 76), p. 89 (act. 80, 81, 82, 83, 84), p. 91 (act. 86, 87, 88, 89, 90), p. 188 (act. 55, 57)  | <b>Novice</b><br>b) I can reinforce and /or expand learning in other content areas using authentic target language resources when possible.  |
| p. 114 (act. 22), p. 122 (act. 63), p. 124 (act. 67), p. 126 (act. 72), p. 148 (act. 40), p. 157 (act. 80), p. 158 (act. 82), p. 160 (act. 87)  | <b>Intermediate</b><br>a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.                                 |
| p. 123 (act. 64, 65, 66), p. 125 (act. 68, 69, 70, 71), p. 127 (act. 73, 74, 75), p. 159 (act. 83, 84, 85, 86), p. 161 (act. 88, 89, 90, 91)  | <b>Intermediate</b><br>b) I can apply information gathered through target language resources to other content areas in order to supplement learning.   |
|   | <b>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</b><br>Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. |
| p. 6 (act. 9, 10, 11, 12, 13), p. 12 (act. 25, 26, 27), p. 21 (act. 72, 73), p. 25 (act. 78, 89), p. 26 (84), p. 27 (act. 87), p. 29 (Proyectos: individual), p. 41 (act. 10, 11), p. 56 (act. 75, 76, 77), p. 58 (act. 81), p. 70 (act. 4), p. 72 (act. 13, 14, 15, 16), p. 77 (act. 34, 35, 36), p. 81 (act. 53), p. 86 (act. 76), p. 91 (act. 86, 87, 88, 89, 90), p. 109 (act. 6, 7, 8), p. 110 (act. 12, 13, 14), p. 114 (act. 23), p. 141 (act. 8, 9) | <b>Novice</b><br>a) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities.                                      |
| p. 6 (act. 9, 10, 11), p. 25 (act. 78, 79), p. 42 (act. 13, 14, 15, 16, 17, 18, 19), p. 194 (act. 75, 76)   | <b>Novice</b><br>b) I can use authentic target language sources to gain insight about and identify the distinctive perspectives of the target language.  |
| p. 59 (act. 85), p. 89 (act. 84), p. 114 (act. 22), p. 123 (act. 66), p. 124 (act. 67), p. 125 (act. 70), p. 126 (act. 72), p. 127 (act. 74, 75), p. 140 (act. 5), p. 144 (act. 18), p. 150 (act. 47), p. 152 (act. 53), p. 158 (act. 82), p. 159 (act. 86), p. 161 (act. 91), p. 162 (Proyectos: en grupo), p. 176 (act. 8), p. 195 (act. 78, 79)  | <b>Intermediate</b><br>a) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures.   |

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| p. 142 (act. 10, 12, 15, 16, 17, Foro de discusión), p. 157 (act. 80), p. 176 (act. 9, 10, 11, 12) | <b>Intermediate</b><br>b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures. |
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|  | <b>GOAL 4: COMPARISONS</b><br>Develop insight into the nature of language and culture in order to interact with cultural competence.  |
|  | <b>1. LANGUAGE COMPARISONS</b><br>Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.     |
| p. 121 (act. 61), p. 124 (act. 67), p. 125 (act. 68), p. 144 (act. 19)     | <b>Novice</b><br>a) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language.  |
| p. 21 (act. 69, 70), p. 53 (act. 65, 66, 67, 68, 69, 71), p. 121 (act. 59) | <b>Novice</b><br>b) I can identify similarities and differences in the sound and writing systems.   |
| p. 47 (act. 38), p. 50 (act. 52), p. 120 (act. 54)                         | <b>Novice</b><br>c) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level.                             |
| p. 40 (act. 7), p. 79 (act. 44, 45)  | <b>Novice</b><br>d) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms.                                    |
| p. 24 (act. 77), p. 25 (act. 78, 82)                                       | <b>Intermediate</b><br>a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level. |
| p. 21 (act. 69, 70)  | <b>Intermediate</b><br>b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.                                      |

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|  | <b>Intermediate</b><br>c) I can compare and contrast structural patterns of the target to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings. |
|  | <b>Intermediate</b><br>d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.  |
|  | <b>2. CULTURAL COMPARISONS</b><br>Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.  |
| p. 4 (act. 1, 5), p. 6 (act. 10, 11, 13), p. 49 (Foro de discusión), p. 115 (act. 30)  | <b>Novice</b><br>a) I can identify similarities and differences in verbal and nonverbal behavior between cultures in situations that are familiar and highly predictable.   |
| p. 24 (act. 77), p. 44 (act. 28), p. 46 (act. 29), p. 57 (act. 80), p. 144 (act. 25), p. 149 (act. 43), p. 150 (act. 45, 46, 47), p. 155 (act. 74), p. 180 (act. 20), p. 181 (act. 21, 24, 25), p. 193 (act. 73), p. 195 (act. 79) | <b>Novice</b><br>b) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and perspectives of my own culture and the target cultures in very familiar situations.  |
| p. 6 (Foro de discusión)   | <b>Novice</b><br>c) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.  |
| p. 25 (act. 82), p. 26 (act. 83, 84), p. 27 (act. 85, 86, 87), p. 78 (act. 41)   | <b>Intermediate</b><br>a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.   |

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|                             | <b>Intermediate</b><br>b) I can explore, explain and reflect on intercultural similarities and differences in cultures' practices and, products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops. |
|                             | <b>Intermediate</b><br>c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings.  |
| p. 59 (act. 82, 83, 84, 85) | <b>Intermediate</b><br>d) I can take the perspective of those from different cultures to build empathy.   |

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|  | <b>GOAL 5: COMMUNITIES</b><br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                          |
|  | <b>1. SCHOOLS AND GLOBAL COMMUNITIES</b><br>Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world. |
| p. 129 (Proyectos: individual), p. 162 (Proyectos: en grupo), p. 196 (Proyectos: en grupo), p. 197 (Proyectos: individual) | <b>Novice</b><br>a) I can identify career paths that are enhanced by proficiency in another language.  |
| p. 128 (Proyectos: en grupo), p. 129 (Proyectos: individual), p. 163 (Proyectos: individual)                               | <b>Novice</b><br>b) I can practice oral or written use of the target language with others outside of an academic setting.  |
|  | <b>Novice</b><br>c) I can communicate on a personal level with speakers of the target language.  |
| p. 128 (Proyectos: en grupo), p. 163 (Proyectos: individual)   | <b>Novice</b><br>d) I can produce short presentations in the target language for a variety of audiences.   |

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| p. 29 (Proyectos: individual), p. 60 (Proyectos: en grupo), p. 61 (Proyectos: individual), p. 92 (Proyectos: en grupo), p. 93 (Proyectos: individual), p. 162 (Proyectos: en grupo), p. 197 (Proyectos: individual) | <b>Novice</b><br>e) I can produce short presentations in the target language for a designated audience.  |
| p. 128 (Proyectos: en grupo), p. 129 (Proyectos: individual), p. 163 (Proyectos: individual)  | <b>Intermediate</b><br>a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial. |
| p. 128 (Proyectos: en grupo), p. 129 (Proyectos: individual), p. 163 (Proyectos: individual)  | <b>Intermediate</b><br>b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.        |
| p. 196 (Proyectos: en grupo), p. 197 (Proyectos: individual)  | <b>Intermediate</b><br>c) I can communicate on a personal level with a native speaker.   |
|   | <b>Intermediate</b><br>d) I can take part in target-language related activities to benefit my school and/or community.                                 |
|   | <b>2. LIFELONG LEARNING</b><br>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.         |
|   | <b>Novice</b><br>a) I can demonstrate a willingness to interact with native speakers.  |
|   | <b>Novice</b><br>b) I can discover and explore a variety of entertainment sources representative of the target cultures.                               |
|   | <b>Novice</b><br>c) I can identify current topics or events of interest within the target cultures.  |
|   | <b>Novice</b><br>d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.                    |

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|   | <b>Intermediate</b><br>a) I can demonstrate a willingness to interact with native speakers.   |
| p. 41 (act. 10)   | <b>Intermediate</b><br>b) I can discover and explore a variety of entertainment sources representative of the target cultures.            |
| p. 6 (act. 9, 10, 11, 12, 13), p. 70 (act. 4)   | <b>Intermediate</b><br>c) I can identify current topics or events of interest within the target cultures.                                 |
| p. 21 (act. 72), p. 26 (act. 84), p. 27 (act. 85, 86, 87), p. 59 (act. 83, 84, 85), p. 70 (act. 4), p. 72 (act. 13, 14, 15, 16), p. 89 (act. 80, 81, 82, 83, 84), p. 91 (act. 86, 87, 88, 89, 90), p. 114 (act. 23) | <b>Intermediate</b><br>d) I can discover and explore samples of art, literature, or music that are representative of the target cultures. |