

Instructional Material Program: Mapas 4

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

Subject and Oklahoma State Subject Code: Spanish IV | 2132 & 3164

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

OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page number(s) identifying the correlation location	Standard / Objective and Correlating Content
	GOAL 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	1. INTERPRETIVE COMMUNICATION Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	Interpretive Listening
p. 6 (act. 8, 9, 12, 13, 14), p. 15 (act. 51), p. 21 (act. 80, 81)	Intermediate High a) I can usually follow and summarize the main message and flow of events expressed in spontaneous conversations, discussions, and presentations on a variety of topics related to everyday life and personal interests and studies in paragraph-length text when heard, signed, or viewed.
	Intermediate High b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.
p. 6 (act. 8, 9, 10, 11, 13, 14), p. 119 (act. 60, 61, 63, 64), p. 151 (act. 54, 55, 56), p. 155 (act. 66), p. 183 (act. 43, 44, 45, 47, 48)	Intermediate High c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.

© 2023, Klett World Languages

<p>79, 81), p. 138 (act. 1, 3), p. 139 (act. 5), p. 142 (act. 14, 15), p. 144 (act. 19, 20, 21), p. 148 (act. 37, 38), p. 150 (act. 49, 50), p. 152 (act. 58), p. 153 (act. 59), p. 154 (act. 62), p. 155 (act. 63, 64, 66), p. 157 (act. 70, 71), p. 173 (act. 7), p. 174 (act. 15), p. 176 (act. 20), p. 178 (act. 25), p. 180 (act. 32), p. 184 (act. 50, 51), p. 185 (act. 52), p. 187 (act. 56), p. 189 (act. 59)</p>	
	<p>2. INTERPERSONAL COMMUNICATION Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>
	<p>Interpersonal Communication</p>
<p>p. 4 (act. 1, 3, 4, Foro de discusión), p. 5 (act. 5, 6), p. 6 (act. 8, 12, 15, 17, 18, 19, Foro de discusión), p.8 (act. 20, 23), p. 10 (act. 27, 29, 30, 31), p. 12 (act. 33, 34, 35), p. 13 (act. 39, 42, 43), p. 14 (act. 45, 47, 48, 49), p. 15 (act. 52), p. 16 (act. 57), p. 17 (act. 58, 61), p. 18 (act. 68), p. 19 (act. 70, 71, 72, 73, 74), p. 21 (act. 77, 78, 80, 81, 82), p. 23 (act. 86), p. 24 (act. 87, 88), p. 27 (act. 94), p. 45 (act. 6, 7, Foro de discusión), p. 46 (act. 10, 11, 12, 13, 15), p. 48 (act. 16, 17, 19, 21), p. 50 (act. 26, 27, 28, 29), p. 53 (act. 40), p. 55 (act. 52, 53), p. 61 (act. 65, 66), p. 62 (Proyectos: en grupo), p. 63 (Proyectos: individual), p. 74 (act. 1, 2), p. 75 (act. 10, 11, 12), p. 78 (act. 28, Foro de discusión), p. 80 (act. 32, 33, 34, 35), p. 81 (act. 39, 40, 41, 42, 43, 44, 45), p. 83 (act. 49, 50, 52, 54, 55), p. 84 (act. 56, 57, 58, 59, 60, 64, 66), p. 85 (act. 70, 71), p. 86 (act. 72, 73), p. 87 (act. 75), p. 89 (act. 81), p. 90 (act. 83), p. 104 (act. 2, 6), p. 106 (act. 13, 14, 15), 108 (act. 16, 17), p. 108 (act. 16, 21, 22, 23, 24, 25), p. 110 (act. 27), p. 111 (act. 28, 29, 30, 32), p. 112 (act. 33, 35), p. 113 (act. 38, 39), p. 115 (act. 42, 43, 44, 45, 47), p. 116 (act. 48, 49, 51), p. 118 (act. 57, 59), p. 119 (act. 60, 62, 63, 64, 65), p. 120 (act. 66, 67), p. 121 (act. 68, 71), p. 122 (act. 72), p. 123 (act. 73, 75, 76), p. 124 (act. 77, 78), p. 125 (act. 79, 80, 81, 82, 83), p. 138 (act. 2,</p>	<p>Intermediate High a) I can participate with spontaneity and fluency in conversations on familiar topics.</p>

3, 4), p. 139 (act. 6), p. 140 (act. 11, 12), p. 142 (act. 16), p. 144 (act. 18, 22, 23, 25), p. 146 (act. 27, 28, 29), p. 147 (act. 30, 32, 33, 34, 36), p. 148 (act. 39), p. 149 (act. 40, 41, 42, 43, 44, 46, 47), p. 150 (act. 49, 52, 53), p. 152 (act. 57), p. 154 (act. 62), p. 155 (act. 65), p. 156 (act. 69), 157 (act. 72, 73), p. 172 (act. 1, 3, 4, 5), p. 173 (act. 8), p. 174 (act. 16), p. 176 (act. 18, 19, 21), p. 178 (act. 25), p. 179 (act. 26, 27, 29, 30, 31), p. 180 (act. 32), p. 181 (act. 33, 34, 35, 36), p. 182 (act. 40, 41, 42), p. 183 (act. 46), 185 (act. 53), p. 186 (act. 54), p. 187 (act. 56), p. 188 (act. 58), p. 190 (Proyectos: en grupo)	
p. 12, (act. 33, 36), p. 22 (act. 83)	Intermediate High b) I can usually talk or sign about events and experiences in various time frames.
p. 6 (act. 16), p. 18 (act. 66), p. 46 (act. 8, 9, 15, Foro de discusión), p. 52 (act. 37), p. 83 (act. 51), p. 113 (act. 40), p. 180 (act. 32)	Intermediate High c) I can usually describe people, places, and things with some detail.
p. 13 (act. 44), p. 17 (act. 62, 63, 64), p. 22 (act. 83), p. 25 (act. 90), p. 26 (act. 92), p. 80 (act. 37, 38)	Intermediate High d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
p. 6 (act. 7, 11, 13, 14), p. 8 (act. 22, 23, 24), p. 10 (act. 26), p. 12 (act. 36, 37), p. 13 (act. 41), p. 14 (act. 50), p. 16 (act. 56), p. 18 (act. 65, 67), p. 20 (act. 75), p. 21 (act. 79), p. 27 (act. 95, 96), p. 28 (Proyectos: en grupo), p. 44 (act. 1, 2, 3), p. 45 (act. 4, 5), p. 46 (Foro de discusión), p. 48 (act. 20, 22, 25), p. 51 (act. 30, 31, 32, 34), p. 52 (act. 35, 36, 42, 43), p. 54 (act. 44, 46, 47), p. 55 (act. 54), p. 56 (act. 56), p. 57 (act. 57, 58), p. 58 (act. 59), p. 59 (61), p. 60 (act. 64), p. 61 (act. 67 a), p. 63 (Proyectos: individual), p. 74 (act. 3, 5, 6), p. 75 (act. 7, 8, 9), p. 76 (act. 13, 17, 18, 19, 20, 21, 22, 23), p. 78 (act. 24, 25, 26, 29, 31, Foro de discusión), p. 82 (act. 46, 47), p. 83 (act. 53), p. 84 (act. 61, 62, 65), p. 85 (act. 69), p. 87 (act. 77, 78), p. 88 (act. 79), p. 88 (act. 80), p. 91 (act. 85, 86), p. 92 (Proyectos: en grupo), p. 104 (act. 3, 4, 5), p. 106 (Foro de discusión), p. 108 (act. 26), p. 112 (act. 34, 36, 37), p. 115	Advanced Low a) I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

(act. 46), p. 117 (act. 53, 54), p. 118 (act. 58), p. 121 (act. 69, 70), p. 125 (act. 83, 84), p. 126 (Proyectos: en grupo), p. 127 p. 126 (Proyectos: individual), p. 138 (act. 4), p. 140 (act. 12, 13, Foro de discusión), p. 142 (act. 17, Foro de discusión), p. 144 (act. 20, 24, foro de discusión), p. 147 (act. 35), p. 148 (act. 37), p. 149 (act. 48), p. 150 (act. 51), p. 152 (act. 58), p. 153 (act. 60), p. 155 (act. 66, 67, 68), p. 157 (act. 71, 72, 73, 74), p. 158 (Proyectos: en grupo), p. 172 (act. 6, Foro de discusión), p. 173 (act. 7, 9), p. 174 (act. 17, Foro de discusión), p. 176 (act. 22, 23, 24), p. 184 (act. 49, 50, 51), p. 185 (act. 52, 53), p. 187 (act. 57), p. 189 (act. 59, 60, 61, 62)	
p. 62 (Proyectos: en grupo), p. 74 (Foro de discusión)	Advanced Low b) I can talk in an organized way and with some detail about events and experiences in various time frames.
p. 60 (act. 64), p. 62 (Proyectos: en grupo), p. 63 (Proyectos: individual)	Advanced Low c) I can describe people, places, and things in an organized way with varied details.
	Advanced Low d) I can handle a familiar situation with an unexpected complication.
	3. PRESENTATIONAL COMMUNICATION 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.
	Presentational Speaking / Signing
p. 10 (act. 32), p. 25 (act. 89), p. 28 (Proyectos: en grupo)	Intermediate High a) I can make presentations on a wide variety of familiar topics that relate to me and my environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.
p. 53 (act. 40), p. 74 (act. 4)	Intermediate High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.

p. 25 (act. 91), p. 89 (act. 82), p. 104 (act. 7, 9)	Advanced Low a) I can deliver organized presentations appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the target language understand.
p. 6 (act. 19), p. 27 (act. 97), p. 116 (act. 52)	Advanced Low b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings.
p. 55 (act. 55), p. 59 (act. 63), p. 61 (act. 67 b), p. 62 (Proyectos: en grupo), p. 63 (Proyectos: individual), p. 89 (act. 82), p. 92 (Proyectos: en grupo), p. 126 (Proyectos: en grupo), p. 139 (act. 7), p. 158 (Proyectos: en grupo), p. 176 (act. 22), p. 186 (act. 55), p. 190 (Proyectos: en grupo)	Advanced Low c) I can present detailed and organized information, raise awareness, and question assumptions.
	Presentational Writing
p. 5 (act. 4), p. 13 (act. 38), p. 15 (act. 55), p. 44 (act. 1, 3), p. 46 (act. 12)	Intermediate High a) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.
p. 6 (act. 18), p. 63 (Proyectos: individual)	Intermediate High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.
p. 21 (act. 79), p. 29 (Proyectos: individual), p. 87 (act. 77), p. 91 (act. 86), p. 115 (act. 46), p. 176 (act. 23)	Advanced Low a) I can compose organized work appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that readers of the target language understand.
p. 181 (act. 37), p. 191 (Proyectos: individual)	Advanced Low b) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a written work to a variety of settings.

p. 87 (act 77), p. 93 (Proyectos: individual), p. 111 (act. 31), p. 126 (Proyectos: en grupo), p. 127 (Proyectos: individual), p. 159 (Proyectos: individual), p. 172 (act. 2)	Advanced Low c) I can present detailed and organized information, raise awareness, and question assumptions.
--	--

	GOAL 2: CULTURE Interact with Cultural Competence and Understanding
	1. RELATING CULTURAL PRACTICES TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
p. 4 (Foro de discusión), p. 6 (Foro de discusión), p. 28 (Proyectos: en grupo), p. 53 (act. 43), p. 55 (act. 55), p. 62 (Proyectos: en grupo), p. 74 (Foro de discusión)	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
p. 104 (act. 2), p. 116 (act. 50), p. 105 (act. 9), p. 106 (act. 10, 11, 12, 13, 14, 15), p. 108 (act. 16, 17, 19, 20), p. 110 (act. 27), p. 123 (act. 73, 74, 75, 76), p. 126 (act. a, b, c)	Intermediate b) I can explain different traditions and customs of the target cultures in simple terms.
p. 5 (act. 5), p. 24 (act. 88), p. 55 (act. 54), p. 75 (act. 9, 12), p. 76 (act. 14, 15, 16, 17, 18, 19), p. 116 (act. 50)	Intermediate c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
p. 4 (act. 2), p. 5 (act. 5), p. 13 (act. 39), p. 27 (act. 94, 95, 96), p. 46 (act. 14), p. 50 (act. 29), p. 76 (act. 14, 15, 16, 17, 18, 19), p. 105 (act. 8, 9), p. 106 (act. 10, 11, 12, 13, 15), p. 108 (act. 16, 18, 26), p. 110 (act. 27, 31, 32), p. 112 (act. 33, 36), p. 113 (act. 40), p. 114 (act. 41), p. 116 (act. 52), p. 118 (act. 55, 56), p. 123 (act. 73, 74), p. 126 (Proyectos: en grupo), p. 127 (Proyectos: individual)	Intermediate d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
	Intermediate e) I can discuss and evaluate some commonly held generalizations about the target culture.

p. 80 (act. 37, 38)	Advanced a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.
p. 55 (act. 49, 50, 51, 52, 53, 54, 55)	Advanced b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
	Advanced c) I can participate in and analyze cultural events.
p. 118 (act. 55), p. 140 (act. 8, 9)	Advanced d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
p. 76 (act. 14, 15, 16, 17, 18, 19), p. 142 (act. 14, 17, Foro de discusión), p. 148 (act. 37)	Advanced e) I can examine and discuss global issues and challenges affecting the target cultures.
	Advanced f) I can more accurately analyze and evaluate some commonly held generalizations about the target cultures.
	2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
p. 52 (act. 36), p. 60 (act. 64), p. 74 (act. 4, 6), p. 88 (act. 79)	Intermediate a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
p. 18 (act. 65), p. 46 (act. 8, 9, 14), p. 180 (act. 32)	Intermediate b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target language communities.
p. 22 (act. 84), p. 78 (act. 26)	Intermediate c) I can identify and explain the influence of the target language and cultures on the products of my own culture.

p. 8 (act. 21), p. 112 (act. 33, 34)	Intermediate d) I can explain how geography impacts the products of diverse target-language communities.
p. 60 (act. 64), p. 74 (act. 3, 4), p. 104 (act. 4), p. 114 (act. 41), p. 115 (act. 46), p. 124 (act. 77), p. 125 (act. 81, 83), p. 154 (act. 61, 62), p. 155 (act. 64, 66, 67, 68), p. 157 (act. 70, 71), p. 159 (Proyectos: individual)	Intermediate e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.
p. 18 (act. 67), p. 29 (Proyectos: individual), p. 53 (act. 40), p. 56 (act. 56), p. 58 (act. 59), p. 59 (act. 63), p. 92 (Proyectos: en grupo), p. 104 (act. 2), p. 117 (act. 53, 54), p. 118 (act. 55, 56, 58), p. 126 (Proyectos: en grupo), p. 127 (Proyectos: individual), p. 140 (act. 8, 9), p. 152 (act. 59), p. 173 (act. 7), p. 176 (act. 18, 19), p. 185 (act. 52)	Advanced a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.
p. 89 (act. 81), p. 139 (act. 5), p. 140 (act. 8, 9), p. 144 (act. 18), p. 157 (act. 74), p. 158 (Proyectos: en grupo)	Advanced b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
	Advanced c) I can investigate and discuss the role and significance of the contributions of the target language and cultures either in the past or in today's world.
p. 4 (act. 2, Foro de discusión), p. 26 (act. 93), p. 104 (act. 2), p. 123 (act. 73, 74), p. 140 (act. 8, 9), p. 188 (act. 58), p. 189 (act. 59, 60, 61), p. 190 (Proyectos: en grupo)	Advanced d) I can examine the target cultures through their visual arts, architecture, literature, music, and other means of cultural expression, and explain the cultural perspectives found in these works.

	GOAL 3: CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
	1. MAKING CONNECTIONS Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
p. 6 (act. 7, 16), p. 24 (act. 87), p. 27 (act. 94), p. 29 (Proyectos: individual), p. 74 (act. 3), p. 88 (act. 79), p. 112 (act. 33, 34), p. 121 (act. 70, 71), p. 142 (act. 14), p. 172 (act. 1, 5, 6), p. 174 (act. 10), p. 176 (act. 20), p. 184 (act. 50)	Intermediate a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.
p. 8 (act. 21), p. 10 (act. 27), p. 16 (act. 57), p. 18 (act. 65), p. 22 (act. 84), p. 23 (act. 85), p. 48 (act. 17, 18), p. 86 (act. 74), p. 121 (act. 70, 71), p. 142 (act. 14), p. 152 (act. 58)	Intermediate b) I can apply information gathered through target language resources to other content areas in order to supplement learning.
p. 18 (act. 66, 67), p. 52 (act. 35), p. 58 (act. 59), p. 76 (act. 13), p. 82 (act. 47), p. 117 (act. 53), p. 139 (act. 5), p. 153 (act. 59), p. 158 (Proyectos: en grupo), p. 159 (Proyectos: individual), p. 172 (act. 3), p. 180 (act. 32), p. 188 (act. 58), p. 189 (act. 59, 60, 61)	Advanced a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.
	Advanced b) I can locate target-language resources in order to analyze and synthesize information for use in other content areas.

	2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
p. 4 (act. 2), p. 5 (act. 5), p. 6 (act. 7, 8, 9, 11, 12, 13, 14), p. 8 (act. 21, 25), p. 10 (act. 32), p. 13 (act. 38), p. 20 (act. 76), p. 23 (act. 86), p. 25 (act. 89), p. 26 (act. 93), p. 27 (act. 96), p. 29 (Proyectos: individual), p. 46 (act. 14), p. 48 (act. 16, 23), p. 52 (act. 36, 38), p. 53 (act. 39), p. 58 (act. 59), p. 59 (act. 61, 63), p. 61 (act. 65, 67), p. 74 (act. 2, 4), p. 75 (act. 9), p. 76 (act. 13), p. 78 (act. 25), p. 83 (act. 53), p. 88 (act. 80), p. 89 (act. 82), p. 92 (Proyectos: en grupo), p. 104 (act. 1, 5), p. 105 (act. 8, 9), 108 (act. 16, 18), p. 112 (act. 33, 34), p. 113 (act. 40), p. 114 (act. 41), p. 118 (act. 55, 56, 58), p. 120 (act. 66, 67), p. 124 (act. 77), p. 125 (act. 83), p. 138 (act. 1), p. 139 (act. 7), p. 140 (act. 8, 9), p. 142 (act. 17), p. 144 (act. 18, 19), p. 154 (act. 61, 62), p. 155 (act. 68), p. 157 (act. 70, 71), p. 172 (act. 2, 5), p. 174 (act. 11, 12, 13, 14, 15), p. 176 (act. 20, 22), p. 180 (act. 32), p. 181 (act. 37), p. 184 (act. 51), p. 185 (act. 52), p. 187 (act. 56)	Intermediate 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.
p. 4 (act. 2), p. 8 (act. 21), p. 13 (act. 39), p. 24 (act. 88), p. 48 (act. 22), p. 51 (act. 31), p. 54 (act. 45), p. 57 (act. 57), p. 60 (act. 64), p. 61 (act. 67 a, b), p. 116 (act. 51, 52)	Intermediate b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.
p. 18 (act. 65, 66), p. 45 (act. 4), p. 46 (Foro de discusión), p. 48 (act. 18), p. 56 (act. 56), p. 76 (act. 14, 15, 16, 17, 18, 19), p. 89 (act. 81)	Advanced a) I can synthesize information acquired from authentic target-language sources.
p. 24 (act. 88), p. 57 (act. 58), p. 115 (act. 46), p. 126 (Proyectos: en grupo), p. 157 (act. 74), p. 158 (Proyectos: en grupo), p. 159 (Proyectos: individual)	Advanced b) I can use authentic sources to analyze and convey the distinctive perspectives of the target cultures.

	GOAL 4: COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.
	1. LANGUAGE COMPARISONS Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
p. 19 (act. 74), p. 83 (act. 51, 52, 53, 54, 55), p. 108 (act. 18), p. 144 (act. 21)	Intermediate 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. 54 (act. 47), p. 119 (act. 60)	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.
p. 19 (act. 69), p. 54 (act. 47), p. 81 (act. 41), p. 119 (act. 60)	Intermediate 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.
	Intermediate 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.
	Advanced a) I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future in a wide variety of settings which become more general and specialized as higher proficiency develops.
p. 55 (act. 49)	Advanced b) I can apply knowledge of sound and writing systems in spontaneous communicative situations progressing to analyzing and explaining how tone and nuance are expressed as higher proficiency develops.

p. 83 (act. 48)	Advanced c) I can use knowledge of structural patterns of my own language and the target language for effective communication, progressing to discussing and analyzing the relationship of syntax and meaning as higher proficiency develops.
	Advanced d) I can use idiomatic expressions in a wide variety of social contexts.
	2. CULTURAL COMPARISONS Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
p. 6 (Foro de discusión), p. 45 (Foro de discusión), p. 46 (Foro de discusión), p. 56 (act. 56)	Intermediate a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
p. 4 (act. 2), p. 45 (act. 7), p. 48 (act. 21), p. 74 (act. 6), p. 93 (Proyectos: individual)	Intermediate 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.
	Intermediate 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. 75 (act. 9), p. 76 (act. 21, 22)	Intermediate d) I can take the perspective of those from different cultures to build empathy.
	Advanced a) I can apply appropriate verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in a wide variety of settings.

p. 13 (act. 44), p. 24 (act. 88), p. 27 (act. 96), p. 44 (act. 3), p. 45 (act. 4, 7), p. 80 (act. 32), p. 93 (Proyectos: individual), p. 102 (Intro), p. 104 (act. 2), 106 (act. 15), p. 116 (act. 52), p. 121 (act. 69), p. 142 (Foro de discusión), p. 157 (act. 70), p. 159 (Proyectos: individual)	Advanced b) I can analyze intercultural similarities and differences in the practices, products, and perspectives of the target cultures, comparing how products, practices, and perspectives reciprocally affect one another over time.
	Advanced c) I can assess how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.
	Advanced d) I can take the perspective of those from different cultures to build empathy.

	GOAL 5: COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	1. SCHOOLS AND GLOBAL COMMUNITIES Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
p. 6 (act. 19, Foro de discusión), p. 62 (Proyecto: en grupo), p. 76 (act. 23), p. 91 (act. 86), p. 126 (Proyectos: en grupo), p. 140 (act. 8, 9)	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial.
p. 80 (act. 37, 38)	Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.
	Intermediate c) I can communicate on a personal level with a native speaker.
p. 27 (act. 97)	Intermediate d) I can take part in target-language related activities to benefit my school and/or community.

	Advanced a) I can articulate the benefits of being able to communicate in more than one language.
	Advanced b) I can interact appropriately in the target language in real-life situations.
	Advanced c) I can contribute equally during personal communications with a native speaker.
	Advanced d) I can use the target language to serve my community within and outside of an academic setting.
	2. LIFELONG LEARNING Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
	Intermediate a) I can demonstrate a willingness to interact with native speakers.
	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 27 (act. 94, 95, 96), p. 28 (Proyectos: en grupo), p. 63 (Proyectos: individual), p. 92 (Proyectos: en grupo), p. 126 (Proyectos: en grupo), p. 140 (act. 8, 9), p. 174 (Foro de discusión)	Intermediate c) I can identify current topics or events of interest within the target cultures.
p. 113 (act. 38, 40), p. 155 (63, 64, 65, 66, 67, 68), p. 157 (act. 70, 71, 72, 73, 74)	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.
	Advanced a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.

	Advanced b) I can use a variety of sources from the target language or cultures for entertainment or personal growth.
p. 76 (act. 14, 15, 16, 17, 18, 19, 21, 22), p. 142 (Foro de discusión)	Advanced c) I can critically discuss current topics or events within the target cultures.
	Advanced d) I can pursue personal interests in various aspects of the target cultures.