

Instructional Material Program: REPORTEROS 3

2016 Mississippi World Languages Framework

LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

COMMUNICATION

1. INTERPERSONAL

Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences.

- a. Exchange information regarding past, present, and future events.
- b. Pose more complex questions requiring more in-depth responses.
- c. Request, clarify, and suggest/supply alternative vocabulary and directions in various settings.
- d. Start, maintain, and end conversations on a variety of familiar topics and personal preferences.
- e. Provide/exchange information to handle a variety of tasks and complications.

p. 17 (act. 1a), p. 19 (act. 2a, 2c), p. 21 (act. 3d, 3e, 4a, 4b), p. 23 (act. 5e, 6), p. 24 (act. 7a), p. 25 (act. 8a, 9a, 9b, 8d), p. 26 (act. 10a, 10c), p. 27 (act. 11b, 11c, 11d), p. 28 (act. 12, 14, 15), p. 31 (act. 16, 17, 18), p. 33 (act. 19, 20, 21, 22), p. 39 (act. 1a, 1b, 1d), p. 41 (act. 2a, 2b, 2c, 2d, 2e, 2f, 3), p. 42 (act. 4a, 4c), p. 43 (act. 6a, 6d7), p. 45 (act. 8c, 9), p. 47 (act. 10a, 10e), p. 48 (act. 12, 14), p. 50 (act. 16, 17), p. 52 (act. 18), p. 53 (act. 19, 20, 21), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 62 (act. 4, 5), p. 65 (act. 1a), p. 67 (act. 2a, 2c), p. 68 (act. 3a), p. 69 (act. 4c, 5b), p. 71 (act. 6a, 6b, 6d, 7a, 8), p. 73 (act. 9c, 9d, 10), p. 75 (act. 11a, 11e, 12), p. 76 (act. 15), p. 79 (act. 16), p. 81 (act. 19, 20, 22), p. 85 (act. Miniproyecto 1), p. 87 (act. 1a, 1e), p. 88 (act. 2a), p. 89 (act. 2d), p. 90 (act. 4c), p. 91 (act. 4d, 5c, 6b), p. 92 (act. 7c, 7d), p. 93 (act. 8a, 8d, 9), p. 95 (act. 10a, 10c, 10d), p. 96 (act. 11, 14), p. 99 (act. 15, 16, 17), p. 101 (act. 19, 20, 21, 22), p. 105 (act. Miniproyecto 2), p. 106 (act. Proyecto final), p. 110 (act. 4, 5), p. 113 (act. 1a), p. 115 (act. 2a, 2b, 2d), p. 117 (act. 3a, 3d, 4), p. 118 (act. 5a), p. 119 (act. 5d, 6a, 7), p. 121 (act. 8b, 8d, 9a, 9d), p. 123 (act. 10e), p. 124 (act. 12, 15), p. 129 (act. 16, 17, 18, 19), p. 133 (act. Miniproyecto 1), p. 135 (act. 1a, 1b), p. 137 (act. 2b, 2d, 3b, 3c), p. 138 (act. 4b), p. 139 (act. 5a, 5b, 6), p. 141 (act. 7a, 7c, 7d, 8a, 8b), p. 142 (act. 9a), p. 143 (act. 10c), p. 144 (act. 13, 14), p. 148 (act. 15, 16, 17), p. 149 (act. 18, 19), p. 153 (act. Miniproyecto 2), p. 154 (act. Proyecto final), p.

	<p>158 (act. 4), p. 161 (act. 1a), p. 163 (act. 2a, 2c), p. 164 (act. 3b, 4), p. 165 (act. 5f), p. 166 (act. 6a), p. 167 (act. 6f, 7a, 7b, 8), p. 169 (act. 9a, 9f), p. 170 (act. 11b, 12), p. 171 (act. 13a, 13c, 14b, 14c), p. 172 (act. 17, 18), p. 174 (act. 19), p. 175 (act. 20a, 20b, 21), p. 177 (act. 22, 23, 24, 25), p. 183 (act. 1a, 1b, 1d), p. 185 (act. 2c, 3b), p. 187 (act. 4d, 4f, 5), p. 189 (act. 6b, 6e), p. 191 (act. 8a, 8f, 9b, 9c), p. 192 (act. 12, 13), p. 195 (act. 14, 15, 17, 18), p. 197 (act. 19a, 19b, 20), p. 201 (act. Miniproyecto 2), p. 202 (act. Proyecto final), p. 206 (act. 4, 5), p. 209 (act. 1a), p. 211 (act. 2a, 2b), p. 212 (act. 3a, 3b), p. 213 (act. 4c), p. 215 (act. 5a, 5e, 5f), p. 215 (act. 5d, 5e), p. 216 (act. 7a, 7b), p. 217 (act. 8a, 8c, 8d), p. 219 (act. 9a, 9e), p. 220 (act. 13, 14), p. 223 (act. 15, 16), p. 225 (act. 17, 18, 19), p. 229 (act. Miniproyecto 1), p. 231 (act. 1a, 1b), p. 232 (act. 2a), p. 233 (act. 3a, 3d, 3e), p. 235 (act. 4a, 4e, 4f, 5), p. 236 (act. 6b, 6c), p. 237 (act. 7a, 7d, 8), p. 238 (act. 9a), p. 240 (act. 13), p. 243 (act. 14, 15, 16, 17), p. 245 (act. 18, 19, 20, 21), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), p. 254 (act. 4, 5), p. 257 (act. 1a), p. 259 (act. 2a, 2c), p. 261 (act. 3a, 3e, 3f), p. 262 (act. 5a), p. 263 (act. 6a, 6b), p. 264 (act. 7a), p. 265 (act. 7e, 8c), p. 266 (act. 9a), p. 267 (act. 9c, 10c, 11b, 11c), p. 268 (act. 14, 15), p. 271 (act. 16), p. 272 (act. 17, 18), p. 273 (act. 19, 21), p. 277 (act. Miniproyecto 1), p. 279 (act. 1a, 1b, 1d), p. 281 (act. 2a, 2b, 2d, 3b), p. 283 (act. 4e, 5a), p. 285 (act. 6a, 6e), p. 287 (act. 8a, 8e, 8f), p. 288 (act. 12), p. 290 (act. 13, 14), p. 292 (act. 15, 16), p. 293 (act. 17, 18), p. 298 (act. Proyecto final), p. 302 (act. 4, 5)</p>
<p>2. PRESENTATIONAL SPEAKING</p> <p>Present generally organized information on familiar and researched topics as well as some time-specified events and experiences.</p> <p>a. Present information about common interests, issues, and research.</p> <p>b. Present personal points of view and supporting reasons.</p> <p>c. Retell or paraphrase selections from literature, videos, or music.</p>	<p>p. 37 (act. Miniproyecto 1), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 61 (act. 3), p. 63 (act. 2), p. 93 (act. 8d), p. 95 (act. 10c), p. 105 (Miniproyecto 2), p. 106 (act. Proyecto final), p. 109 (act. 3), p. 111 (act. 2), p. 142 (act. 9d), p. 148 (act. 16, 17), p. 149 (act. 18, 19), p. 154 (act. Proyecto final), p. 157 (act. 2), p. 159 (act. 2), p. 169 (act. 10), p. 170 (act. 12), p. 171 (act. 14b), p. 181 (act. Miniproyecto 1), p. 193 (act. ¡Eres reportero/a!), p. 201 (act. Miniproyecto 2), p. 202 (act. Proyecto final), p. 205 (act. 3), p. 207 (act. 2), p. 215 (act. 5f), p.</p>

	<p>221 (act. ¡Eres reportero/a!), p. 229 (act. Miniproyecto 1), p. 250 (act. Proyecto final), p. 253 (act. 3), p. 255 (act. 2), p. 267 (act. 11a, 11b), p. 289 (act. ¡Eres reportero/a!), p. 298 (act. Proyecto final), p. 301 (act. 3a, 3b), p. 303 (act. 2)</p>
<p>3. PRESENTATIONAL WRITING</p> <p>Write on familiar topics in connected, coherent sentences or simple, logical paragraphs.</p> <p>a. Compose messages, announcements, or communication for public distribution.</p> <p>b. Write short reports about a researched topic.</p> <p>c. Write about academic or career topics.</p>	<p>p. 21 (act. 3d), p. 23 (act. 5e), p. 27 (act. 11a), p. 29 (act. ¡Eres reportero/a!), p. 42 (act. 5), p. 47 (act. 11), p. 49 (act. ¡Eres reportero/a!), p. 53 (act. 21), p. 61 (act. 2), p. 69 (act. 3c), p. 71 (act. 6b), p. 77 (act. ¡Eres reportero/a!), p. 79 (act. 18), p. 81 (act. 21), p. 85 (act. Miniproyecto 1), p. 89 (act. 3b), p. 91 (act. 6a), p. 97 (act. ¡Eres reportero/a!), p. 99 (act. 18), p. 105 (act. Miniproyecto 2), p. 109 (act. 2), p. 111 (act. 1), p. 123 (act. 11a), p. 125 (act. ¡Eres reportero/a!), p. 133 (act. Miniproyecto 1), p. 137 (act. 2d), p. 145 (act. ¡Eres reportero/a!), p. 153 (act. Miniproyecto 2), p. 154 (act. Proyecto final), p. 157 (act. 2), p. 159 (act. 1), p. 167 (act. 7a), p. 169 (act. 10), p. 170 (act. 12), p. 171 (act. 14a), p. 173 (act. ¡Eres reportero/a!), p. 185 (act. 3b), p. 189 (act. 7), p. 197 (act. 21), p. 202 (act. Proyecto final), p. 205 (act. 2), p. 207 (act. 1), p. 213 (act. 4c), p. 215 (act. 6), p. 219 (act. 10a, 10b), p. 239 (act. 10a), p. 241 (act. ¡Eres reportero/a!), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), p. 253 (act. 2), p. 255 (act. 1), p. 263 (act. 6a, 6b), p. 269 (act. ¡Eres reportero/a!), p. 277 (act. Miniproyecto 1), p. 285 (act. 7b), p. 287 (act. 8g), p. 297 (act. Miniproyecto 2), p. 301 (act. 2), p. 303 (act. 1)</p>
<p>4. INTERPRETIVE LISTENING</p> <p>Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed.</p> <p>a. Understand basic information and details in ads, announcements, and simple recordings.</p> <p>b. Understand straightforward information, interactions, and messages related to everyday life.</p> <p>c. Understand the main idea of what is heard when listening for personal enjoyment.</p>	<p>p. 17 (act. 1b), p. 25 (act. 8b, 8c), p. 26 (act. 10b, 10c), p. 31 (act. 18), p. 43 (act. 6a, 6b), p. 60 (act. 1a, 1b, 1c, 1d), p. 65 (act. 1b), p. 69 (act. 4a, 4b, 4c), p. 71 (act. 7a), p. 79 (act. 17), p. 91 (act. 5a, 5b), p. 93 (act. 8b), p. 101 (act. 21), p. 108 (act. 1a, 1b, 1c, 1d, 1e), p. 113 (act. 1b), p. 119 (act. 6b), p. 121 (act. 9b, 9c), p. 137 (act. 3a, 3b), p. 142 (act. 9b, 9c), p. 148 (act. 15b), p. 161 (act. 1b), p. 165 (act. 5c, 5d, 5e), p. 170 (act. 11c, 11d), p. 171 (act. 13a, 13b), p. 186 (act. 4b, 4c), p. 191 (act. 9a), p. 195 (act. 16a, 16b), p. 209 (act. 1b), p. 217 (act. 8b, 8c), p. 233 (act. 3b), p. 237 (act. 7b, 7c), p. 257 (act. 1b), p. 261 (act. 4a, 4b, 4c), p. 262 (act. 5a, 5b), p. 263</p>

	(act. 5c), p. 267 (act. 10a, 10b, 10c), p. 273 (act. 20), p. 283 (act. 4b, 4c, 4d, 4e), p. 285 (act. 6d), p. 300 (act. 1a, 1b, 1c, 1d)
<p>5. INTERPRETIVE READING</p> <p>Understand the main ideas of texts relating to everyday life and personal interests as well as understand stories' descriptions about events and experiences.</p> <p>a. Understand simple personal questions, events, and/or experiences.</p> <p>b. Understand basic information in ads, announcements, and instructions when accompanied by visuals.</p> <p>c. Understand the main ideas of personal readings.</p> <p>d. Understand the main idea and a few facts about famous/historic people and events.</p>	<p>p. 17 (act. 1a), p. 19 (act. 2a, 2b, Cultura), p. 21 (act. 3a, 3b, 3c), p. 23 (act. 5a, 5b, 5c, 5d), p. 24 (act. 7a, 7b), p. 25 (act. 8a), p. 26 (act. 10a), p. 27 (act. 11a, 11b, 11c), p. 28 (act. 13, 14), p. 39 (act. 1a, 1c, Cultura), p. 41 (act. 2a, 2b, 2c, 2f), p. 42 (act. 4a, 4b, 4c), p. 43 (act. 6d), p. 44 (act. 8a), p. 45 (act. 8b), p. 47 (act. 10b, 10c, 10d, 10e), p. 48 (act. 12, 13), p. 53 (act. 19), p. 61 (act. 2), p. 62 (act. 4), p. 63 (act. 1, 2), p. 65 (act. 1a), p. 67 (act. 2a, 2b, Cultura), p. 68 (act. 3a, 3b, Cultura), p. 71 (act. 6b, 6c, 6d), p. 73 (act. 9a, 9b), p. 75 (act. 11a, 11b, 11c, 11d,), p. 76 (act. 13, 14), p. 87 (act. 1a, 1b, 1c, 1d, 1e, Cultura), p. 88 (act. 2a, 2b, 2c), p. 89 (act. 2d, 3a), p. 90 (act. 4a, 4b), p. 91 (act. 4d, Cultura), p. 92 (act. 7a, 7b, 7d), p. 93 (act. 8a, 8c), p. 95 (act. 10a, 10b, Cultura), p. 96 (act. 11, 12, 13, 14), p. 113 (act. 1a), p. 115 (act. 2a, 2c, Cultura), p. 117 (act. 3b, 3c, Cultura), p. 118 (act. 5a, 5b, 5c), p. 119 (act. 6a), p. 121 (act. 8a, 8c, 9a), p. 123 (act. 10a, 10b, 10c, 10d, 10e), p. 124 (act. 13, 14), p. 135 (act. 1a, 1c), p. 137 (act. 2a, 2b, 2c), p. 138 (act. 4a, Cultura), p. 139 (act. 5a, 5b), p. 141 (act. 7a, 7b, 7c, 8a, Cultura), p. 143 (act. 10a), p. 144 (act. 11, 12, 13, 14), p. 148 (act. 15a), p. 156 (act. 1a, 1b), p. 159 (act. 1, 2), p. 161 (act. 1a), p. 163 (act. 2a, 2b, Cultura), p. 164 (act. 3a, 3b), p. 165 (act. 5a, 5b), p. 166 (act. 6a), p. 167 (act. 6b, 6c, 6d, 6e), p. 169 (act. 9a, 9b, 9c, 9d, 9e, 9f), p. 170 (act. 11a), p. 172 (act. 15, 16, 17, 18), p. 183 (act. 1a, 1b, 1c, Cultura), p. 184 (act. 2a), p. 185 (act. 2b, 2c, 3a), p. 186 (act. 4a), p. 187 (act. 4e), p. 189 (act. 6a, 6b, 6c, 6d, 6e), p. 191 (act. 8a, 8b, 8c, 8d, 8e, 9b, 9c, Cultura), p. 192 (act. 10, 11), p. 204 (act. 1a), p. 205 (act. 1b, 1c, 1d, 1e, 1f), p. 209 (act. 1a), p. 211 (act. 2a, 2c, Cultura), p. 212 (act. 3a, Cultura), p. 213 (act. 4a, 4b), p. 215 (act. 5b, 5c, 5d), p. 216 (act. 7a, Cultura), p. 217 (act. 8a), p. 219 (act. 9a, 9b, 9c, 9d), p. 220 (act. 11, 12, 13), p. 231 (1a, 1c, Cultura), p. 232 (act. 2a, 2b), p. 233 (act. 3a, 3c, 3e), p. 235 (act. 4a, 4b, 4c, 4d, 4e), p. 236 (act. 6a, 6c), p. 237 (act. 7a, 7c, 7d, Cultura), p. 238 (act. 9a,</p>

	<p>9b), p. 239 (act. 9c), p. 240 (act. 11, 12), pp. 252-253 (act. 1a, 1b, 1c), p. 255 (act. 1, 2), p. 257 (act. 1a), p. 259 (act. 2a, 2b, Cultura), p. 261 (act. 3a, 3b, 3c, 3d, 3e), p. 262 (act. Cultura), p. 263 (act. 5e), p. 264 (act. 7a), p. 265 (act. 7b, 7c, 7d, 8a, 8b, 8c, Cultura), p. 266 (act. 9a), p. 267 (act. 9b, 9c), p. 268 (act. 12, 13, 14), p. 279 (act. 1a, 1b, 1c, 1d, Cultura), p. 281 (act. 2a, 2b, 2c, 2d, 3a, 3b, Cultura), p. 282 (act. 4a), p. 283 (act. 5a, Cultura), p. 285 (act. 6a, 6b, 6c, 7a), p. 287 (act. 8b, 8c, 8d, 8e, 8f, Cultura), p. 288 (act. 9, 10, 11, 12), p. 303 (act. 1, 2)</p>
CULTURES	
<p>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>p. 17 (act. 1a, 1b), p. 19 (act. 2a), p. 25 (act. 8b, 8d), p. 26 (act. 10b), p. 39 (Cultura), p. 65 (act. 1a, 1b), p. 67 (act. 2a, 2b), p. 68 (act. 3a), p. 73 (act. 9a), p. 75 (act. 11b, 11e), p. 88 (act. 2b, 2c), p. 90 (act. 4a, 4b), p. 91 (Cultura), p. 92 (act. 7c, 7d), p. 93 (act. 9), p. 95 (act. 10b, 10c, 10d), p. 96 (act. 11, 12, 13, 14), p. 97 (¡Eres reporter/a!), p. 117 (act. 3b), p. 119 (act. 6a, 6b), p. 123 (act. 10a, 10b, 10c, 10d, 11), p. 124 (act. 13, 14), p. 135 (act. 1a), p. 137 (act. 2a, 2b), p. 138 (Cultura), p. 142 (act. 9b, 9c), p. 144 (act. 11, 12), p. 161 (act. 1a-b), p. 163 (Cultura), p. 172 (act. 17, 18), p. 183 (Cultura), p. 186 (act. 4b), p. 207 (act. 1, 2), p. 211 (Cultura), p. 212 (act. 3b, Cultura), p. 213 (act. 4a), p. 215 (act. 5b, 5e), p. 216 (Cultura), p. 217 (act. 8b), p. 231 (Cultura), p. 235 (act. 4a, 4e, 4f), p. 237 (act. 7b), p. 240 (act. 11), pp. 252-253 (act. 1a), p. 259 (act. 2a, Cultura), p. 285 (act. 6e), p. 287 (act. 8b), p. 288 (act. 9, 10, 11)</p>
<p>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>p. 17 (act. 1a, 1b), p. 19 (act. 2a, Cultura), p. 24 (act. 7a, 7b), p. 28 (act. 13, 14), p. 29 (act. ¡Eres reportero/a!), p. 39 (act. 1a, 1b, 1c, 1d), p. 41 (act. 2a, 2c, 2d, 2e, 3), p. 48 (act. 12, 13), p. 65 (act. 1a, 1b), p. 67 (act. 2a, Cultura), p. 68 (act. 3a, Cultura), p. 76 (act. 13, 14, 15), p. 87 (act. 1a, Cultura), p. 92 (act. 7a), p. 95 (act. 10b, 10c, Cultura), p. 96 (act. 12), p. 113 (act. 1a, 1b), p. 115 (act. 2a, 2b, Cultura), p. 117 (Cultura), p. 118 (act. 5a, 5b), p. 123 (act. 10a, 10b, 10c, 10d), p. 138 (act. 4a), p. 141 (act. Cultura), p. 144 (act. 11, 12), p. 161 (act. 1a,</p>

	<p>1b), p. 163 (act. 2a, 2b, Cultura), p. 166 (act. 6a), p. 169 (act. 9a), p. 170 (act. 11a, 11b, 11c, 11d, 12), p. 172 (act. 15, 16), p. 173 (act. ¡Eres reportero/a!), p. 183 (act. 1a, 1b, Cultura), p. 191 (act. 8a, Cultura), p. 192 (act.10, 11, 12, 13), p. 193 (act. ¡Eres reportero/a!), p. 207 (act. 1, 2), p. 209 (act. 1a, 1b), p. 212 (act. 3a, 3b, Cultura), p. 216 (act. 7a, Cultura), p. 219 (act. 10a), p. 220 (act. 11, 12, 13), p. 231 (act. 1a, Cultura), p. 233 (act. 3b), p. 235 (act. 4b), p. 237 (act. 7b, 7c, Cultura), p. 240 (act. 12), p. 241 (act. ¡Eres reporter/a!), p. 257 (act. 1a. 1b), p. 259 (act. 2a, Cultura), p. 262 (act. 5a, 5b, Cultura), p. 264 (act. 7a), p. 265 (Cultura), p. 266 (act. 9a), p. 267 (act.11a), p. 268 (act. 14, 15), p. 279 (act. 1a, Cultura), p. 281 (act. 2c), p. 283 (Cultura), p. 287 (Cultura), p. 298 (act. Proyecto final), p. 303 (act. 1, 2)</p>
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CONNECTIONS

<p>1. MAKING CONNECTIONS</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>p. 19 (Cultura), p. 29 (act. ¡Eres reportero/a!), p. 68 (act. Cultura), p. 76 (act. 13, 14, 15), p. 77 (act. ¡Eres reportero/a!), p. 96 (act. 11, 12, 13, 14), p. 97 (act. ¡Eres reportero/a!), p. 105 (act. Miniproyecto 2), p. 124 (act. 12, 13, 14, 15), p. 144 (act. 11, 12, 13, 14), p. 153 (Miniproyecto 2), p. 172 (act. 15, 16), p. 189 (act. 6c), p. 192 (act. 10, 11, 12, 13), p. 207 (act. 1, 2), p. 211 (act. 2a, 2b, 2c), p. 215 (act. 5a, 5b, 5c, 5f), p. 220 (act. 11, 12), p. 229 (act. Miniproyecto 1), p. 232 (act. 2a), p. 233 (act. 3e), p. 240 (act. 11, 12), p. 241 (act. ¡Eres reportero/a!), p. 250 (act. Proyecto final), p. 262 (act. Cultura), p. 264 (act. 7a), p. 265 (act. 8c, Cultura), p. 268 (act. 12, 13), p. 269 (act. ¡Eres reportero/a!), p. 277 (act. Miniproyecto 1), p. 281 (act. Cultura), p. 282 (act. 4a), p. 283 (act. 5), p. 285 (act. 7a, 7b), p. 288 (act. 9, 10, 11), p. 297 (act. Miniproyecto 2), p. 298 (act. Proyecto final)</p>
<p>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>p. 24 (act. 7a), p. 25 (act. 8b), p. 26 (act. 10b), p. 63 (act. 1, 2), p. 73 (act. 9a), p. 75 (act. 11b), p. 77 (¡Eres reportero/a!), p. 105 (act. Mini-proyecto 2), p.118 (act. 5a, 5b), p. 139 (act. 6), p. 145 (act. ¡Eres reportero/a!), p. 159 (act. 1, 2), p. 161 (act. 1a, 1b), p. 170 (act. 11c, 11d, 12), p. 173 (act. ¡Eres reportero/a!), p. 193 (act.</p>

	<p>¡Eres reportero/a!), p. 207 (act. 1, 2), p. 209 (act. 1a, 1b), p. 221 (act. ¡Eres reportero/a!), p. 232 (act. 2a), p. 241 (act. ¡Eres reportero/a!), p. 250 (act. Proyecto final), p. 255 (act. 1, 2), p. 257 (act. 1a, 1b), p. 269 (act. ¡Eres reportero/a!), p. 277 (act. Miniproyecto 1), p. 289 (act. ¡Eres reportero/a!), p. 303 (act. 1, 2)</p>
COMPARISONS	
<p>1. LANGUAGE COMPARISONS</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>p. 42 (act. 4c), p. 71 (act. 6c), p. 87 (act. 1b), p. 91 (act. 4d), p. 108 (act. 1c), p. 123 (act. 10c), p. 165 (act. 5b), p. 185 (act. 2c), p. 213 (act. 4b), pp. 252-253 (act. 1b), p. 287 (act. 8e, 8f)</p>
<p>2. CULTURAL COMPARISONS</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>p. 19 (act. 2a, Cultura), p. 25 (act. 8d), p. 28 (act. 15), p. 39 (act. Cultura), p. 48 (act. 15), p. 63 (act. 1, 2), p. 67 (act. Cultura), p. 93 (act. 8d), p. 97 (act. ¡Eres reportero/a!), p. 111 (act. 1, 2), p. 115 (act. Cultura), p. 117 (act. Cultura), p. 144 (act. 14), p. 159 (act. 1, 2), p. 163 (act. Cultura), p. 183 (act. Cultura), p. 191 (act. Cultura), p. 207 (act. 1, 2), p. 211 (act. Cultura), p. 220 (act. 14), p. 231 (act. Cultura), p. 236 (act. 6b), p. 237 (act. Cultura), p. 255 (act. 1, 2), p. 262 (act. Cultura), p. 264 (act. 7a), p. 265 (act. 8c, Cultura), p. 279 (act. Cultura), p. 281 (act. 3b), p. 303 (act. 1, 2)</p>
COMMUNITIES	
<p>1. SCHOOL AND GLOBAL COMMUNITIES</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>p. 37 (act. Miniproyecto), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 85 (act. Miniproyecto 1), p. 105 (act. Miniproyecto 2), p. 133 (act. Miniproyecto 1), p. 153 (act. Miniproyecto 2), p. 201 (act. Miniproyecto 2), p. 229 (act. Miniproyecto 1), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), p. 269 (act. ¡eres reportero!), p. 277 (act. Miniproyecto 1), p. 289 (act. ¡Eres reportero/a!), p. 298 (act. Proyecto final)</p>

<p>2. LIFELONG LEARNING</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>p. 37 (act. Miniproyecto 1), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 154 (act. Proyecto final), p. 202 (act. Proyecto final), p. 250 (act. Proyecto final), p. 277 (act. Miniproyecto 1), p. 297 (act. Miniproyecto 2), p. 298 (act. Proyecto final)</p>
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