

Instructional Material Program: REPORTEROS 1

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

PROFICIENCY LEVEL: NOVICE HIGH

INTERPRETIVE MODE OF COMMUNICATION	
<p>Novice High learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	
<p>CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
Performance Expectations	Examples from the program
<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p>	<p>p. 32 (act. 9c), pp. 76-77 (act. 2a), pp. 84-85 (act. 15a), pp. 122-123 (act. 2a), p. 131 (act. Cultura), p. 176 (act. 10b), pp. 178-179 (act. 12a, 12d), pp. 248-249 (act. 14)</p>
<p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p>	<p>pp. 56-57 (act. 10a, 10b), pp. 58-59 (act. 14), p. 117 (act. 2), p. 127 (act. 9a, 9b, 9c), pp. 142-143 (act. 1a, 1b), p. 164 (act. 2), p. 173 (act. 4a, 4b), p. 177 (act. 11a, 11b), pp. 178-179 (act. 12b, 12c), pp. 190-191 (act. 1a), pp. 200-201 (act. 15a, 15b, 15c), pp. 222-223 (act. 7a, 7c, 7d), pp. 238-239 (act. 1a), p. 261 (act. 2), pp. 276-277 (act. 20, ¡Eres reportero/a!), p. 289 (act. 4b), p. 308 (act. 1, 2b, 2c, 2d)</p>
<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p>	<p>P. 47 (Act. Miniproyecto 1), p. 67 (act. Miniproyecto 2), p. 68 (Proyecto final), p. 94 (act. Miniproyecto 1), p. 114 (act. Proyecto final), p. 141 (act. Miniproyecto 1), p. 161 (act. Miniproyecto 2), p. 162 (act. Proyecto final), P. 189 (act. Miniproyecto 1), p. 209 (act. Miniproyecto 2), p. 210 (act. Proyecto final), p. 237 (act. Miniproyecto 1), p. 257 (act. Miniproyecto 2), p. 285 (act. Miniproyecto 1), p. 305 (act. Miniproyecto 2), p. 306 (Proyecto final)</p>

<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p>pp. 26-27 (act. 2a), p. 29 (act. 5a), p. 51 (act. 4a), pp. 58-59 (act. 15), p. 73 (act. 1, 2), p. 79 (act. 6a), pp. 86-87 (act. 17), pp. 96-97 (act. 1a), p. 124 (act. 3a), p. 170 (act. Cultura), p. 197 (act. 11a, 11b, Cultura), p. 221 (act. Cultura), pp. 222-223 (act. Cultura), p. 225 (act. 11, Cultura), p. 265 (act. 1b)</p>
<p>7.1.NM.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	<p>p. 32 (act. 9b), pp. 84-85 (act. 15c), pp. 86-87 (act. 18), p. 98 (act. 2b), p. 100 (act. 4c), p. 109 (act. 18), pp. 128-129 (act. 11a, 11b), p. 194 (act. 6b), p. 196 (act. 9c), pp. 200-201 (act. 15c), p. 247 (act. 12)</p>
<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p>	<p>p. 29 (act. 5a), p. 101 (act. 7a), p. 125 (act. 6a, 6b), p. 129 (act. 12a), p. 130 (act. 13a, Cultura), p. 147 (act. 6a), p. 149 (act. 9a), p. 194 (act. 6a), pp. 218-219 (act. 2a), pp. 226-227 (act. 12), p. 227 (act. 13), pp. 240-241 (act. 2a)</p>
<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p>	<p>p. 25 (act. 1a, 1b), pp. 26-27 (act. 2b), p. 28 (act. 3), pp. 30-31 (act. 6a, 6c), p. 33 (act. 10), pp. 34-35 (act. 12a, 12b), pp. 36-37 (act. 14), pp. 48-49 (act. 1a), p. 50 (act. 2a, 2b), p. 52 (act. 5a), p. 53 (act. 6a, 6b), p. 54 (act. 8b, 8c), p. 55 (act. 9a), p. 57 (act. 12a), pp. 58-59 (act. 13), p. 61 (act. 18), p. 70 (act. 1), p. 71 (act. 2), p. 72 (act. 5), p. 73 (act. 1, 2), p. 75 (act. 1), pp. 76-77 (act. 2b), p. 78 (act. 3b, 3c), p. 80 (act. 7b, 7c, 7d), p. 81 (act. 9a, 10a), p. 82 (act. 12a), p. 83 (act. 13a), pp. 84-85 (act. 15b), p. 85 (act. 16), p. 89 (act. 22), p. 91 (act. 25), pp. 96-97 (act. 1b), p. 98 (act. 2a), p. 99 (act. 3a), p. 100 (act. 4a, 4b), p. 101 (act. 7a), p. 102 (act. 8a), p. 103 (act. 9a, Cultura), p. 104 (act. 10), p. 105 (act. 11), pp. 106-107 (act. 13, 14, ¡Eres reportero/a!), p.116 (act. 1), p. 118 (act. 5a), p. 119 (act. 1, 2), p. 121 (act. 1a, 1b), pp. 122-123 (act. 2b), p. 124 (act. 3b), p. 126 (act. 7), p. 129 (act. 12a), p. 131 (act. 14), pp. 132-133 (act. 16), p. 134 (act. 18b), p. 141 (act. Miniproyecto 1), pp. 142-143 (act. 1c), p. 144 (act. 2b), p. 145 (act. Cultura), pp. 146-147 (act. 4 a-c), p. 148 (act. 7a), p. 149 (act. Cultura), p. 150 (act. 10a), p. 151 (act. 11b, 11c), pp. 152-153 (act. 14), p. 164 (act. 1), p. 166 (act. 5), p. 167 (act. 1, 2), p. 169 (act. 1a, 1b), pp. 170-171 (act. 2b), p. 172 (act. 3a, 3b), p. 173 (act. Cultura), p. 174 (act. 6a, 6c), p. 175 (act. 7a), pp.180-181 (act. 13, 14), p. 183 (act. 18), pp. 190-191 (act. 1b, Cultura), p. 192 (act. 2), p. 193 (act. 4a, 4b), p. 194 (act. 7a), p. 195 (act. 8a, 8b, 8c), p. 196 (act. 9b), pp. 198-199 (act. 12b), p. 199 (act. 13a, 13b), pp. 200-201 (act. 14a, 14b), p. 205 (act. 20), p. 212 (act. 1a, 1b), p. 213 (act. 2), p. 215 (act. 1, 2), p. 217 (act. 1), pp. 218-219 (act. 2b), p. 220 (act. 3a, 3b), p. 224 (act. 9a), p. 225 (act. 11), p. 227 (act. 13, Cultura, 15a), pp. 228-229 (act. 17, ¡Eres reportero/a!), p. 232 (act. 22), pp. 238-239 (act. 1b), p. 241 (act. 4a), pp. 242-243 (act. 5a, 5d), p. 243 (act. 6), p. 246 (act. 11a), p. 247 (act. 12, 13a), pp. 248-249 (act. 15), p. 253 (act. 22), p. 260 (act. 1), p. 262 (act. 5), p. 263 (act. 1, 2), p. 265 (act. 1c), pp. 266-267 (act. 2b, Cultura), p. 269 (act. 6a), p.</p>

	270 (act. 7b), p. 271 (act. 8a, 8b, Cultura), p. 273 (act. 12a, 12b, 12c), pp. 274-275 (act. 14a, 14b, 14c), p. 275 (act. 15), pp. 276-277 (act. 17, 18), p. 279 (act. 22), pp. 286-287 (act. 1b), p. 289 (act. 4a), p. 290 (act. 5a, 5b), p. 291 (act. 6a), p. 292 (act. 8a, 8b, 8c, 9a, Cultura), p. 293 (act. 10a, 10b, Cultura), pp. 294-295 (act. 12a), pp. 296-297 (act. 14, 15), p. 299 (act. 19, 20), p. 311 (act. 1, 2)
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7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	pp. 238-239 (1a, 1c)
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INTERPERSONAL MODE OF COMMUNICATION

Novice High learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Performance Expectations	Examples from the program
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	p. 25 (act. 1b), p. 28 (act. 3), p. 29 (act. 5b), pp. 30-31 (act. 6b), p. 32 (act. 9d), p. 33 (act. 11), p. 38 (act. 16), p. 39 (act. 17), p. 41 (act. 18, 19), p. 42 (act. 20, 21), p. 43 (act. 22, 23), p. 51 (act. 3a), p. 52 (act. 5a), p. 54 (act. 8a), p. 57 (act. 11), p. 61 (act. 16, 17), p. 52 (act. 19), p. 63 (act. 20, 21), p. 66 (act. 22), p. 72 (act. 5, 6), pp. 76-77 (act. 2c), p. 79 (act. 4b), p. 80 (act. 7b), p. 83 (act. 13b), pp. 84-85 (act. 15c), p. 88 (act. 20), p. 89 (act. 21, 22, 23), p. 91 (act. 24, 25, 26), p. 94 (act. 27, 28), p. 98 (act. 2b), p. 100 (act. 4c), p. 105 (act. 11), pp. 106-107 (act. 15), p. 109 (act. 17, 18, 19, 20), p. 112 (act. 21), p. 114 (act. Proyecto final), p. 118 (act. 6a), p.121 (act. 1a, 1b), pp. 122-123 (act. 2c), p. 125 (act. 6c), p. 126 (act. 8), p. 127 (act. 9a), pp. 128-129 (act. 11a, 11b, 11c), p. 129 (act. 12b), p. 131 (act. 15), pp. 132-133 (act. 17b), p. 134 (act. 18a, 18b), p. 135 (act. 19), p. 136 (act. 20), p. 137 (act. 21, 22, 23), p. 140 (act. 24), pp. 142-143 (act. 1d), p. 144 (act. 2c), p. 145 (act. 3d), pp. 146-147 (act. 4a, 4d), p. 147 (act. 6b), p. 149 (act. 8c, 8d, 9b), p. 150 (act. 10b), p. 151 (act. 11a, 11d, 11e), pp. 152-153 (act.

	<p>13), p. 154 (act. 15), p. 155 (act. 16, 17), p. 156 (act. 18), p. 157 (act. 19, 20, 21), p. 166 (act. 5, 6a, 6b), p. 173 (act. 4b), p. 174 (act. 6a, 6b), p. 175 (act. 7b), p. 176 (act. 10b), p. 177 (act. 11c), pp. 178-179 (act. 12d), p. 183 (act. 16, 17, 18), p. 185 (act. 19, 20, 21), p. 188 (act. 22, 23), p. 192 (act. 3), p. 194 (act. 7b), p. 197 (act. 11c), pp. 198-199 (act. 12a, 12c), p. 199 (act. 13a), p. 203 (act. 16, 17, 18, 19), p. 205 (act. 20, 21), p. 208 (act. 22), p. 214 (act. 5, 6a, 6b), p. 220 (act. 3c), p. 221 (act. 6), pp. 222-223 (act. 7b), p. 224 (act. 9b, 9c, 10a), p. 227 (act. 15b), pp. 228-229 (act. 16, 18), p. 230 (act. 19, 20), p. 232 (act. 21, 22), p. 233 (act. 23, 24), pp. 238-239 (act. 1c), pp. 242-243 (act. 5b, 5c, 5d), pp. 244-245 (act. 8b, 8c), p. 246 (act. 11b), p. 247 (act. 12), p. 251 (act. 17, 18, 19), p. 252 (act. 20, 21), p. 253 (act. 23), pp. 266-267 (act. 2a, 2c), p. 269 (act. 4a), p. 272 (act. 10), p. 279 (act. 21, 22), p. 280 (act. 23, 24), p. 281 (act. 25), pp. 286-287 (act. 1a, 1c), p. 291 (act. 6a, 6b), p. 292 (act. 9b), p. 293 (act. 10c, 11), pp. 294-295 (act. 12b, 12c, 12d), pp. 296-297 (act. 16, 17), p. 299 (act. 18, 19, 20), p. 301 (act. 21, 22, 23, 24), p. 310 (act. 5)</p>
<p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>	<p>p. 79 (act. 4a), p. 81 (act. 8), p. 105 (act. 12), p. 125 (act. 4), p. 149 (act. 8a), p. 173 (act. 5), p. 221 (act. 5), p. 262 (act. 5, 6a), p. 269 (act. 5), p. 273 (act. 13), p. 291 (act. 7b), p. 310 (act. 6a)</p>
<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p>	<p>p. 55 (act. 9b), p. 78 (act. 3a), p. 79 (act. 4a), p. 80 (act. 7a), p. 81 (act. 8), p. 82 (act. 11a, 11b), p. 118 (act. 5b, 6a), pp. 132-133 (act. 17a), pp. 152-153 (act. 12), pp. 170-171 (act. 2c), p. 173 (act. 4c), p. 175 (act. 7c), p. 176 (act. 10a), p. 189 (act. Miniproyecto 1), p. 196 (act. 9a), p. 205 (act. 21), p. 214 (act. 6a, 6b), p. 241 (act. 3a, 3b, 4b), pp. 248-249 (act. 16), pp. 268-269 (act. 3a), p. 270 (act. 7a), p. 275 (act. 16a), p. 290 (act. 5b)</p>
<p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p>	<p>p. 67 (act. Miniproyecto 2), p. 68 (act. Proyecto final), p. 101 (act. 5), p. 114 (act. Proyecto final), p. 162 (act. Proyecto final), p. 175 (act. 8), p. 189 (act. Miniproyecto 1), p. 209 (act. Miniproyecto 2), p. 210 (Proyecto final), p. 257 (act. Miniproyecto 2), p. 271 (act. 9), p. 285 (act. Miniproyecto 1), p. 289 (act. 3), p. 305 (act. Miniproyecto 2), p. 306 (act. Proyecto final)</p>
<p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	<p>p. 46 (act. 24), p. 29 (act. 4a, 4b), p. 66 (act. 22), p. 68 (act. Proyecto final), p. 94 (act. 27, 28), p. 140 (act. 24), p. 160 (act. 22, 23), p. 188 (act. 22, 23), p. 192 (act. 3), p. 193 (act. 5), p. 208 (act. 22), p. 236 (act. 25), p. 256 (act. 24, 25), p. 284 (act. 26, 27), p. 285 (Miniproyecto 1), p. 304 (act. 25, 26)</p>

<p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>	<p>pp. 180-181 (act. 15)</p>
<p>PRESENTATIONAL MODE OF COMMUNICATION</p> <p>Novice High learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	
<p>CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<p>Performance Expectations</p>	<p>Examples from the program</p>
<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p>	<p>pp. 26-27 (act. 2c), pp. 30-31 (act. 6d), p. 32 (act. 9a), pp. 34-35 (act. 12c), p. 35 (act. 13a, 13b, 13c), pp. 36-37 (act. 15), pp. 48-49 (act. 1b), p. 50 (act. 2c), p. 51 (act. 3b, 3c, 3d), p. 52 (act. 5b), p. 68 (act. Proyecto final), p. 71 (act. 3, 4), p. 73 (act. 1, 2), p. 79 (act. 4c, 5), p. 81 (act. 8, 9b, 10b), p. 82 (act. 11b, 12b), p. 83 (act. 13c), pp. 84-85 (act. 15d), p. 89 (act. 21), p. 91 (act. 26), p. 95 (act. Miniproyecto 1), p. 99 (act. 3b), p. 100 (act. 4d), p. 101 (act. 6), p. 102 (act. 8b, 8c), p. 103 (act. 9b), p. 107 (act. ¡Eres reportero/a!), p. 117 (act. 3, 4), p. 118 (act. 6b), p. 119 (act. 1, 2), p. 125 (act. 5), p. 127 (act. 9d, 10), p. 130 (act. 13b), p. 131 (act. 15), p. 133 (act. ¡Eres reportero/a!), p. 148 (act. 7c), p. 166 (act. 5), p. 167 (act. 1, 2), pp. 170-171 (act. 2d), p. 181 (act. ¡Eres reportero/a!), p. 183 (act. 17), p. 195 (act. 8b, 8c), pp. 198-199 (act. 12c), p. 214 (act. 6b), p. 215 (act. 1, 2), p. 220 (act. 3d), p. 221 (act. 4a, 4b), p. 224 (act. 10b), p. 227 (act. 14), p. 231 (act. 19), p. 237 (act. Miniproyecto 1), pp. 240-241 (act. 2b), p. 245 (act. 10), p. 246 (act. 11b), p. 261 (act. 3, 4a, 4b), p. 262 (act. 5, 6b), p. 263 (act. 1, 2), p. 269 (act. 4b, 6b), p. 270 (act. 7c), p. 275 (act. 16b), pp. 276-277 (act. 19, ¡Eres reportero/a!), p. 289 (act. 4b), p. 291 (act. 6b), pp. 294-295 (act. 12d), p. 309 (act. 4), p. 310 (act. 6b), p. 311 (act. 1, 2)</p>
<p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p>	<p>p. 37 (act. ¡Eres reportero/a!), p. 47 (act. Miniproyecto 1), pp. 86-87 (act. 19), p. 87 (act. ¡Eres reportero/a!), p. 131 (act. 15), p. 148 (act. 7b), p. 149 (act. 8b, 8c), p. 151 (act. 11e), p. 153 (act. ¡Eres reportero/a!), p. 161 (act. Miniproyecto 2), p. 162 (act. Proyecto</p>

	final), p. 165 (act. 4), p. 175 (act. 9a, 9b), p. 181 (act. ¡Eres reportero/a) p. 189 (act. Miniproyecto 1), p. 197 (act. 10b), p. 199 (act. 13c), p. 209 (act. Miniproyecto 2), p. 213 (act. 3), p. 249 (act. ¡Eres reportero/a!), p. 258 (act. Proyecto final), p. 229 (act. ¡Eres reportero/a!), pp. 266-267 (act. 2c), p. 305 (act. Miniproyecto 2), p. 306 (act. Proyecto final), p. 309 (act. 3)
7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	p. 31 (act. 8), p. 67 (act. Miniproyecto 2), p. 71 (act. 4), p. 99 (act. 3c), p. 113 (act. Miniproyecto 2), p. 114 (act. Proyecto final), p. 134 (act. 18a), p. 137 (act. 22, 23), p. 141 (act. Miniproyecto 1), p. 144 (act. 2a), p. 145 (act. 3a, 3b, 3c), p. 165 (act. 3), pp. 170-171 (act. 2a), p. 172 (act. 3c), p. 173 (act. 4d), p. 175 (act. 7a), pp. 178-179 (act. 12e), p. 192 (act. 3), p. 194 (act. 6c), p. 197 (act. 10b), p. 210 (act. Proyecto final), p. 214 (act. 4), p. 241 (act. 3b, 3c)
7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	p. 257 (Miniproyecto 2)
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	p. 220 (act. 3d)
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.	
INTERCULTURAL STATEMENTS	
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Communities	pp. 26-27 (act. 2a, 2b, Cultura), pp. 30-31 (act. 6a), p. 32 (act. 9a, 9c), pp. 34-35 (act. 12a, 12b), pp. 36-37 (act. 14), p. 47 (act. Miniproyecto 1), pp. 48-49 (act. 1a, Cultura), p. 52 (act. 5a), p. 53

	(act. 6a, 7), p. 54 (act. 8a), pp. 56-57 (act. 10a, 10b, 10c), p. 70 (act. 1), p. 71 (act. 3), p. 73 (act. 1), p. 75 (act. 1), pp. 76-77 (act. 2a, 2b, 2c, Cultura), p. 79 (act. 6a), p. 81 (act. 10a), p. 85 (act. Cultura), pp. 86-87 (act. 17), p. 87 (act. ¡Eres reportero/a!), p. 100 (act. 4a), pp. 106-107 (act. 13, 16), p. 119 (act. 1, 2), p. 121 (act. 1a, 1b), pp. 122-123 (act. 2b), p. 131 (act. 14), pp. 132-133 (act. 16), p. 167 (act. 1), p. 169 (act. 1a, 1b, 1c), p. 170 (act. Cultura), p. 173 (act. Cultura), pp. 180-181 (act. 13), pp. 200-201 (act. 15a, 15b), p. 215 (act. 2), p. 217 (act. 1), pp. 218-219 (act. 2b), p. 221 (act. 4a, 4b, Cultura), pp. 222-223 (act. Cultura), pp. 226-227 (act. 12), p. 227 (act. 13), pp. 228-229 (act. 16, 17), pp. 238-239 (act. 1a, 1b), pp. 242-243 (act. 5a), pp. 248-249 (act. 15), p. 263 (act. 1), pp. 266-267 (act. 2b, 2c, Cultura), p. 269 (act. 4a, 6a), p. 270 (act. 7a), pp. 276-277 (act. 17, 20), pp. 286-287 (act. 1b), p. 289 (act. 4a, 4b), p. 292 (act. 8a, 8c, 9a), p. 293 (act. 10a), pp. 294-295 (act. 12a, 12d), pp. 296-297 (act. 14, 15), p. 305 (act. Miniproyecto 2), p. 306 (act. Proyecto final), p. 308 (act. 1, 2b), p. 310 (act. 6a, 6b), p. 311 (act. 1, 2)
Animals and their habitats	p. 82 (act. 12a, 12b)
Technology	pp. 238-239 (act. 1a, 1c)
Geography	p. 121 (act. 1a, 1b), p. 169 (act. 1a, 1c), p. 265 (act. 1b, 1c), p. 306 (act. Proyecto final)
Climate	
Fine and performing arts	pp. 36-37 (act. 14), pp. 58-59 (act. 14), p. 81 (act. 10a), pp. 84-85 (act. 15a, 15b), p. 102 (act. 8a, 8c), p. 103 (act. 9a, 9b, Cultura), pp. 106-107 (act. 14, 16), p. 116 (act. 1), p. 119 (act. 1, 2), p. 129 (act. 12a, 12b), p. 130 (act. 13a), p. 131 (act. 14, Cultura), pp. 132-133 (act. 16, ¡Eres reportero/a!), p. 144 (act. 2a, 2b), p. 145 (act. 3a, Cultura), p. 167 (act. 1), p. 225 (act. 11, Cultura), p. 239 (act. Cultura), pp. 276-277 (act. 17)
INTERCULTURAL STATEMENTS	
Learners recognize and identify a few typical practices of the target culture.	
Communities life	p. 29 (act. 5a, 5b), pp. 36-37 (act. 14, 15), p. 37 (act. ¡Eres reportero/a!, Cultura), p. 51 (act. 4a, 4b), pp. 56-57 (act. 10c), p. 57 (act. 12a, 12b), pp. 58-59 (act. 13, 15, ¡Eres reportero/a!, Cultura), p. 73 (act. 1, 2), p. 79 (act. 6a, 6b), p. 81 (act. 10b), pp. 86-87 (act. 17, 18, 19), pp. 96-97 (act. 1b, 1c), p. 99

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