

Instructional Material Program: REPORTEROS 3

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

PROFICIENCY LEVEL: INTERMEDIATE MID

INTERPRETIVE MODE OF COMMUNICATION

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations	Examples from the program
<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>	<p>pp. 18-19 (act. 2a, 2b), pp. 20-21 (act. 3a, 3b, 3c), pp. 22-23 (act. 5c, 5d), p. 24 (act. 7a, 7b), p. 25 (act. 8b), p. 26 (act. 10a, 10b, 10c), p. 27 (act. 11a, 11b, 11c), pp. 28-29 (act. 13, 14), pp. 38-39 (act. 1a, Cultura), p. 42 (act. 4b), p. 43 (act. 6a, 6b, 6c), p. 44 (act. 8a), pp. 44-45 (act. 8b), pp. 46-47 (act. 10b, 10c, 10d), pp. 48-49 (act. 13), p. 60 (act. 1a, 1b, 1c, 1d), p. 67 (act. 2b, Cultura), p. 68 (act. Cultura), pp. 72-73 (act. 9a), pp. 74-75 (act. 11b), pp. 76-77 (act. 13, 14), p. 79 (act. 17), pp. 86-87 (act. 1a), p. 87 (act. 1d, Cultura), p. 88 (act. 2a, 2b, 2c), p. 90 (act. 4a, 4b), p. 91 (act. 5a), p. 92 (act. 7a, 7b, 7c), p. 93 (act. 8b, 8c), pp. 94-95 (act. 10b), pp. 96-97 (act. 12, 13), p. 108 (act. 1d), pp. 114-115 (act. 2c, Cultura), pp. 116-117 (act. 3b, Cultura), p. 118 (act. 5a, 5b), p. 119 (act. 6b), pp. 120-121 (act. 9b, 9c), pp. 122-123 (act. 10a, 10b, 10d), pp. 124-125 (act. 13, 14), pp. 134-135 (act. 1a, 1c), pp. 136-137 (act. 3a, 3b), p. 138 (act. Cultura), pp. 140-141 (act. 7b, 7c, 8a, Cultura), p. 142 (act. 9b, 9c), p. 143 (act. 10a), pp. 144-145 (act. 11, 12), p. 148 (act. 15a, 15b), p. 156 (act. 1a, 1b), pp. 162-163 (act. 2a, 2b, Cultura), p. 165 (act. 5c, 5d, 5e), pp. 166-167 (act. 6b, 6c), pp. 168-169 (act. 9a, 9e), p. 170 (act. 11c, 11d), p. 171 (act. 13a, 13b), pp. 172-173 (act. 15, 16, 17), pp. 182-183 (act. 1a, 1c, Cultura), p. 186 (act. 4a, 4b), pp. 188-189 (act. 6a, 6b, 6c),</p>

	<p>pp. 190-191 (act. 8b, 8d, 9a, 9b, Cultura), pp. 192-193 (act. 10, 11), p. 195 (act. 16a, 16b), pp. 204-205 (act. 1a, act. 1b, 1f), pp. 210-211 (act. 2c, Cultura), p. 212 (act. 3b, Cultura), p. 213 (act. 4a), pp. 214-215 (act. 5b), p. 216 (act. 7b, Cultura), pp. 218-219 (act. 9c), pp. 220-221 (act. 11, 12, 13), pp. 230-231 (act. 1a, 1c, Cultura), p. 232 (act. 2a, 2b), p. 233 (act. 3b, 3c), pp. 234-235 (act. 4b), p. 236 (act. 6a), p. 237 (act. 7b, 7c, Cultura), pp. 238-239 (act. 9a, 9b), p. 239 (act. 9c), pp. 240-241 (act. 11), pp. 252-253 (act. 1a), pp. 258-259 (act. 2b, Cultura), pp. 260-261 (act. 4a, 4b, 4c), p. 262 (act. Cultura), pp. 264-265 (act. 7b, 7c, 7d, 8a, Cultura), pp. 266-267 (act. 9a), pp. 266-267 (act. 9b), pp. 268-269 (act. 13, 14), p. 273 (act. 20), pp. 278-279 (act. 1b, 1c, Cultura), pp. 280-281 (act. 2b, 2c, 2d, 3a, Cultura), pp. 282-283 (act. 4b, 4c, 4d, 5, Cultura), pp. 284-285 (act. 6b, 6d, 6e), pp. 286-287 (act. 8b, 8d, Cultura), pp. 288-289 (act. 11), p. 300 (act. 1a, 1b, 1c, 1d)</p>
<p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p>	<p>p. 24 (act. 7a, 7b), p. 25 (act. 8d), p. 63 (act. 1, 2), p. 111 (act. 1, 2), p. 159 (act. 1, 2), pp. 168-169 (act. 9b), p. 207 (act. 1, 2), p. 255 (act. 1, 2), pp. 264-265 (act. 8c), p. 303 (act. 1, 2)</p>
<p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p>	<p>p. 57 (act. Miniproyecto 2), p. 73 (act. 10), p. 85 (act. Miniproyecto 1), p. 105 (act. Miniproyecto 2), p. 106 (act. Proyecto final), p. 133 (act. Miniproyecto 1), p. 137 (act. 2a), 153 (act. Miniproyecto 2), p. 229 (act. Miniproyecto 1), p. 249 (act. Miniproyecto 2), p. 277 (act. Miniproyecto 1)</p>
<p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>p. 26 (act. 10a, 10b), pp. 134-135 (act. 1a), p. 143 (act. 10b), p. 185 (act. 3a, 3b), pp.188-189 (act. 6e), pp. 190-191 (act. 9b)</p>
<p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily</p>	<p>pp. 40-41 (act. 2c), p. 42 (act. 4a), p. 68 (act. 3a, pp. 70-71 (act. 6b), pp. 74-75 (act. 11d), p. 101 (act. 21), p. 108 (act. 1b), pp. 136-137 (act. 3a), pp. 190-191 (act. 8e), pp. 204-205 (act. 1c), pp. 218-219 (act. 9b), pp. 264-265 (act. 8b), pp. 284-285 (act. 7b), pp. 286-287 (act. 8c)</p>

activities.	
<p>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p>p. 17 (act. 1a, 1b), p. 31 (act. 18), pp. 38-39 (act. 1c), p. 65 (act. 1a, 1b), p. 69 (act. 4a, 4b), p. 71 (act. 7), p. 113 (act. 1a, 1b), p. 138 (act. 4a), p. 161 (act. 1a, 1b), p. 164 (act. 3a), p. 165 (act. 5a), pp. 166-167 (act. 6e), pp. 184-185 (act. 2a), p. 186 (act. 4c), pp.188-189 (act. 6d), p. 209 (act. 1a, 1b), p. 217 (act. 8b), p. 257 (act. 1a, 1b), p. 262 (act. 5b), p. 263 (act. 5c), pp. 266-267 (act. 10a, 10b), pp. 288-289 (act. 10)</p>
<p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>pp. 18-19 (act. 2b), pp. 22-23 (act. 5b), p. 25 (act. 8a), pp. 40-41 (act. 2f), p. 42 (act. 4c), pp. 70-71 (act. 6c), pp. 86-87 (act. 1c), pp. 94-95 (act. 10a), p. 108 (act. 1a), p. 119 (act. 6b), pp. 140-141 (act. 7a), pp. 166-167 (act. 6d), pp. 168-169 (act. 9c), pp. 182-183 (act. 1b), p. 187 (act. 4d), pp. 190-191 (act. 8a, act. 8c), pp. 192-193 (act. 10), pp. 204-205 (act. 1b, 1d), pp. 210-211 (act. 2a), pp. 214-215 (act. 5c), p. 216 (act. 7a), pp. 218-219 (act. 9d), pp. 234-235 (act. 4c, 4d), pp. 260-261 (act. 3b), p. 263 (act. 7a), p. 300 (act. 1c)</p>
<p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	<p>pp. 20-21 (act. 3c), pp. 22-23 (act. 5a), p. 25 (act. 8c), pp. 38-39 (act. 1b), pp. 40-41 (act. 2b), p. 60 (act. 1c), p. 68 (act. 3b), pp. 72-73 (act. 9b), pp. 74-75 (act. 11c), pp. 86-87 (act. 1b), p. 88 (act. 2b), p. 89 (act. 2d, 3a), p. 91 (act. 4d), p. 108 (act. 1c), p. 118 (act. 5c), pp. 120-121 (act. 8a, 8b, 9a), pp. 122-123 (act. 10c), pp. 136-137 (act. 2c), p. 165 (act. 5b), pp. 184-185 (act. 2c), p. 187 (act. 4e, 6d), p. 213 (act. 4b), pp. 214-215 (act. 5d), p. 236 (act. 6c), pp. 252-253 (act. 1b), pp. 260-261 (act. 3c, 3d, 3e), p. 263 (act. 5e), pp. 266-267 (act. 10c), pp. 284-285 (act. 6c, 6d, 7a), pp. 286-287 (act. 8e, 8f, 8g)</p>
<p>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p>	<p>p. 216 (act. 7b, Cultura), p. 217 (act. 8b, 8c), pp. 230-231 (act. Cultura, 2a), p. 233 (act. 3b, 3c), pp. 234-235 (act. 4a, 4b), p. 236 (act. 6a), p. 237 (act. 7a, 7b, 7c, Cultura), pp. 238-239 (act. 9c), pp. 252-253 (act. 1a)</p>

INTERPERSONAL MODE OF COMMUNICATION

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
<p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p>pp. 22-23 (act. 6), p. 25 (act. 9a, 9b), p. 26 (act. 10c), pp. 28-29 (act. 12, 15), pp. 40-41 (act. 2c, 2d, 2e), p. 43 (act. 7), p. 48 (act. 12), p. 62 (act. 5), p. 69 (act. 5a, 5b), pp. 70-71 (act. 6a), pp. 72-73 (act. 9b), p. 73 (act. 10), pp. 74-75, (act. 11a, 11c, 11d, 11e), p. 75 (act. 12), pp. 76-77 (act. 15), p. 81 (act. 22), pp. 86-87 (act. 1a), p. 87 (act. 1e), p. 89 (act. 2d, 3a), p. 91 (act. 4d, 6b), pp. 94-95 (act. Cultura), p. 110 (act. 4), pp. 114-115 (act. 2b, 2d), pp. 116-117 (act. 3a, 4), p. 118 (act. 5c), pp. 120-121 (act. 9d), pp. 124-125 (act. 12), p. 133 (act. Miniproyecto 1), p. 139 (act. 6), pp. 140-141 (act. 7d), p. 142 (act. 9a), p. 143 (act. 10c), p. 154 (act. Proyecto final), p. 164 (act. 4), pp. 166-167 (act. 6d, 7b, 8), p. 175 (act. 20a, 20b, 21), p. 177 (act. 22), pp. 184-185 (act. 2c), pp. 190-191 (act. 8a, 8f), pp. 192-193 (act. 13), p. 201 (act. Miniproyecto 2), p. 202 (act. Proyecto final), p. 206 (act. 5), pp. 210-211 (act. 2b), p. 213 (act. 4b), pp. 214-215 (act. 5a), p. 216 (act. 7b), p. 217 (act. 8b), pp. 218-219 (act. 9a, 9e), pp. 220-221 (act. 14), p. 229 (act. Miniproyecto 1), p. 232 (act. 2a, 2b), p. 233 (act. 3d, 3e), pp. 234-235 (act. 4f, 5), p. 236 (act. 6b), p. 237 (act. 7a), p. 238 (act. 10b), pp. 240-241 (act. 12, 13), p. 254 (act. 5), pp. 258-259 (act. 2c), p. 263 (act. 6b), pp. 266-267 (act. 11c), pp. 268-269 (act. 15), pp. 278-279 (act. 1b, 1d), pp. 284-285 (act. 6e)</p>
<p>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p>	<p>p. 45 (act. 9), p. 143 (act. 10b), p. 171 (act. 14c), p. 185 (act. 3b), p. 187 (act. 4e, 5), pp. 190-191 (act. 9c), p. 195 (act. 18a), p. 206 (act. 4, 5), p. 236 (act. 6c), p. 245 (act. 20), p. 254 (act. 4)</p>

<p>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p>	<p>pp. 18-19 (act. 2a, 2c), pp. 20-21 (act. 3e, 4a, 4b), pp. 22-23 (act. 5a), p. 25 (act. 9a, 9b), p. 27 (act. 11b, 11c, 11d), pp. 28-29 (act. 14), p. 31 (act. 18), p. 33 (act. 21a, 21b, 22a, 22b, 22c), pp. 38-39 (act. 1b, 1d), pp. 40-41 (act. 2a), p. 43 (act. 6a), pp. 44-45 (act. 8c, 9), pp. 46-47 (act. 10d, 10e), pp. 48-49 (act. 14), p. 62 (act. 4), p. 67 (act. 2c), p. 68 (act. 3a), p. 69 (act. 4c), pp. 70-71 (act. 6b, 6d), p. 71 (act. 8), pp. 72-73 (act. 9c, 9d), p. 85 (act. Miniproyecto 1), p. 90 (act. 4c), p. 91 (act. 5c), p. 92 (act. 7d), p. 93 (act. 9), pp. 94-95 (act. 10d), pp. 96-97 (act. 14), p.108 (act. 1e), p. 110 (act. 4, 5), pp. 116-117 (act. 3d), p. 119 (act. 6a), p. 119 (act. 6b, 7), pp. 120-121 (act. 8b, 8c, 9a), pp. 122-123 (act. 10e), pp. 124-125 (act. 15), pp. 136-137 (act. 2b, 2c, 2d, 3c), p. 138 (act. 4b), p. 139 (act. 5b), pp. 140-141 (act. 8a, 8b), pp. 144-145 (act. 13), p. 148 (act. 16, 17), p. 149 (act. 19), p. 158 (act. 4, 5), pp. 162-163 (act. 2a, 2c), p. 164 (act. 3b), pp. 166-167 (act. 6f), pp. 168-169 (act. 9a, 9f), p. 170 (act. 11b), p. 171 (act. 13c, 14c), pp. 172-173 (act. 17, 18), pp. 182-183 (act. 1d), p. 185 (act. 3a, 3b), p. 187 (act. 4d), pp.188-189 (act. 6b), pp. 192-193 (act. 12), p. 195 (act. 18a, 18b), pp. 204-205 (act. 1f), p. 212 (act. 3b), pp. 214-215 (act. 5e), p. 217 (act. 8c, 8d), pp. 218-219 (act. 10b), pp. 230-231 (act. 1b), pp. 234-235 (act. 4e), p. 237 (act. 7d), pp. 252-253 (act. 1c), p. 262 (act. 5a), p. 263 (act. 5d), pp. 264-265 (act. 7e), pp. 266-267 (act. 9c), p. 277 (act. Mini-proyecto 1), pp. 280-281 (act. 2a, 2b), pp. 282-283 (act. 4e), pp. 288-289 (act. 12), p. 298 (act. Proyecto final), p. 300 (act. 1d)</p>
<p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>	<p>p. 26 (act. 11c), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 62 (act. 5), p. 110 (act. 5), p. 142 (act. 9d), pp. 166-167 (act. 8), p. 195 (act. 18a, 18b), p. 201 (act. Miniproyecto 2), p. 206 (act. 4), p. 212 (act. 3b), p. 254 (act. 4)</p>
<p>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p>	<p>p. 17 (act. 1a), p. 31 (act. 16, 17), p. 33 (act. 19, 20), pp. 40-41(act. 2f, 3), p. 43 (act. 6d), p. 50 (act. 16, 17), p. 52 (act. 18), p. 53 (act. 19, 20), p. 57 (act. Miniproyecto 2), p. 58 (act. Proyecto final), p. 65 (act. 1a), p. 79 (act. 16, 18), p. 81 (act. 19, 20), pp. 94-95 (act. 10c), p. 99 (act. 15, 16, 17), p. 101 (act. 19, 20, 22), p. 105 (act. Miniproyecto 2), p. 106 (act. Proyecto final), p. 110 (act. 4), p. 113 (act. 1a), p. 119 (act. 5d), pp. 120-121 (act. 8d), p. 129 (act. 16, 17, 18, 19), p. 149 (act. 18), p. 153 (act. Miniproyecto 2), p. 161 (act. 1a), p. 174 (act. 19), p. 177 (act. 23, 24, 25), p. 195 (act. 14, 15, 17, 18a, 18b), p. 197 (act. 19a, 19b, 20), p. 209 (act. 1a), p. 223 (act. 15, 16), p. 225 (act. 17, 18, 19), p. 243 (act. 14, 15, 16, 17), p. 245 (act. 18, 19, 21), p. 257 (act. 1a), pp. 260-261 (act. 3e, 3f), p. 271</p>

	(act. 16), p. 272 (act. 17, 18), p. 273 (act. 19-21), pp. 286-287 (act. 8a), p. 290 (act. 13, 14), p. 292 (act. 15, 16), p. 293 (act. 17, 18)
7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.	p. 110 (act. 4), pp. 214-215 (act. 5a, 5e, 5f), p. 216 (act. 7b), p. 217 (act. 8d), pp. 230-231 (act. 1b), p. 233 (act. 3d, 3e), p. 236 (act. 6b), p. 237 (act. 7d, 8), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), pp. 252-253 (act. 1c, 5)

PRESENTATIONAL MODE OF COMMUNICATION

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.	p. 61 (act. 2), p. 63 (act. 1, 2), p. 85 (act. Miniproyecto 1), p. 97 (act. ¡Eres reportero!), p. 105 (act. Miniproyecto 2), pp. 116-117 (act. 3c), p. 145 (act. ¡Eres reportero/a!), p. 157 (act. 3), p. 159 (act. 2), pp. 168-169 (act. 9d), p. 170 (act. 12), p. 173 (act. ¡Eres reportero!), p. 193 (act. ¡Eres reportero!), p. 201 (act. Miniproyecto 2), p. 202 (act. Proyecto final), p. 213 (act. 4c), pp. 218-219 (act. 10a), p. 221 (act. ¡Eres reportero!), p. 229 (act. Miniproyecto 1), p. 241 (act. ¡Eres reportero!), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), pp. 252-253 (act. 2), p. 289 (act. ¡Eres reportero/a!), p. 298 (act. Proyecto final)
7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.	p. 27 (act. 11a), p. 42 (act. 5), p. 47 (act. 11), p. 58 (act. Proyecto final), p. 89 (act. 3b), p. 91 (act. 5b), p. 93 (act. 8d), p. 99 (act. 18), p. 106 (act. Proyecto final), p. 125 (act. ¡Eres reportero/a!), p. 133 (act. Miniproyecto 1), p. 165 (act. 5f), p. 202 (act. Proyecto final), pp. 204-205 (act. 2), p. 297 (act. Miniproyecto 2)

<p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p>p. 37 (act. Miniproyecto 1), p. 49 (act. ¡Eres reportero!), p. 61 (act. 2), p. 77 (act. ¡Eres reportero!), p. 81 (act. 21), p. 89 (act. 3b), p. 97 (act. ¡Eres reportero!), p. 109 (act. 2), p. 111 (act. 1), pp. 134-135 (act. 1b), p. 142 (act. 9d), p. 143 (act. 10b), p. 153 (act. Miniproyecto 2), p. 159 (act. 1), p. 181 (act. Miniproyecto 1), p. 187 (act. 4f), pp.188-189 (act. 7), p. 197 (act. 21), pp. 204-205 (act. 2, 3), p. 213 (act. 4c), pp. 214-215 (act. 6), pp. 218-219 (act. 10a), p. 229 (act. Miniproyecto 1), pp. 238-239 (act. 10a), p. 241 (act. ¡Eres reportero/a!), p. 255 (act. 1), pp. 266-267 (act. 11a), p. 269 (act. ¡Eres reportero/a!), p. 277 (act. Miniproyecto 1), p. 297 (act. Miniproyecto 2), p. 301 (act. 2)</p>
<p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p>	<p>p. 29 (act. ¡Eres reportero/a!), pp. 48-49 (act. 15), p. 49 (¡Eres reportero/a!), p. 77 (¡Eres reportero/a!), pp. 94-95 (act. 10c), p. 111 (act. 2), pp. 116-117 (act. 3c), pp. 144-145 (act. 14), p. 145 (act. ¡Eres reportero/a!), p. 173 (act. ¡Eres reportero/a!), p. 193 (act. ¡Eres reportero/a!), p. 207 (act. 1, 2), pp. 214-215 (act. 5f), p. 255 (act. 1, 2), p. 277 (act. Miniproyecto 1), p. 303 (act. 1, 2)</p>
<p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p>	<p>p. 60 (act. 1d), p. 85 (act. Miniproyecto 1), p. 87 (act. 1e), p. 109 (act. 3), pp. 136-137 (act. 3b), p. 154 (act. Proyecto final), p. 157 (act. 2), pp. 214-215 (act. 6), pp. 218-219 (act. 10b), p. 229 (act. Miniproyecto 1), p. 237 (act. 8), p. 263 (act. 6a), p. 269 (act. ¡Eres reportero/a!)</p>
<p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p>	<p>pp. 20-21 (act. 3d), pp. 22-23 (act. 5e), p. 37 (act. Miniproyecto 1), pp. 46-47 (act. 11), p. 53 (act. 21), p. 57 (act. Miniproyecto 2), p. 61 (act. 3), p. 69 (act. 3c), p. 69 (act. 5a), p. 91 (act. 6a), p. 106 (act. Proyecto final), pp. 120-121 (act. 8d), pp. 166-167 (act. 7a), pp. 168-169 (act. 10), p. 171 (act. 14a, 14b), p. 181 (act. Miniproyecto 1), p. 187 (act. 5), pp. 266-267 (act. 11a, 11b), p. 301 (act. 3a, 3b)</p>
<p>7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p>	<p>p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final), p. 255 (act. 1, 2)</p>

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.

Immigration	p. 90 (act. 4a, 4b, 4c), p. 92 (act. 7), p. 93 (act. 8), pp. 94-95 (act. 10), p. 96 (act. 11-14), p. 97 (act. ¡Eres reportero/a!), p. 110 (act. 4), p. 111 (act. 1, 2)
Climate change	pp. 230-231 (act. 1a), p. 232 (act. 2a, 2b), p. 233 (act. 3a, 3b, 3c), pp. 234-235 (act. 4a), p. 237 (act. 7a, 7b, 7c, Cultura), p. 249 (act. Miniproyecto 2), p. 250 (act. Proyecto final)
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INTERCULTURAL STATEMENTS

Learners recognize and identify a few typical practices of the target culture.

The effects on immigration in the target language regions of the world and in the students' own region of the world	pp. 86-87 (act. 1d), p. 88 (act. 2a, 2b), p. 90 (act. 4b), p. 91 (act. 5a, Cultura), p. 92 (act. 7a, 7c, 7d), p. 93 (act. 8b, 8c, 8d, 9), pp. 94-95 (act. 10a, 10b, 10c, 10d), pp. 96-97 (act. 12, 13, 14), p. 97 (act. ¡Eres reportero/a!), p. 105 (act. Miniproyecto 2)
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