

Instructional Material Program: REPORTEROS 1

2011 Missouri World Languages Course-Level Expectations

LEVEL 1

COMMUNICATION	
1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
INTERPERSONAL MODE: LISTENING AND SPEAKING	
A. Ask and answer questions about very familiar topics.	<p>p. 27 (act. 2a, 2c); p. 28 (act. 3); p. 29 (act. 4a, 4b); p. 32 (act. 9a, 9b, 9d); p. 33 (act. 11); p. 35 (act. 12a); p. 47 (act. Miniproyecto 1); p. 49 (act. 1b); p. 51 (act. 3a, 3d); p. 52 (act. 5a); p. 53 (act. 7); p. 54 (act. 8a); pp. 56-57 (act. 10c); p. 57 (act. 11); p. 68 (act. Proyecto final); p. 72 (act. 6); p. 77 (act. 2c); p. 78 (act. 3a); p. 79 (act. 4a, 4c, 6b); p. 80 (act. 7a, 7b, 7d); p. 81 (act. 8); p. 82 (act. 11a, 11b, 12b); p. 83 (act. 13a, 14); pp. 84-85 (act. 15a); p. 86 (act. 18, 19); p. 97 (act. 1a); p. 101 (act. 5); p. 102 (act. 8a, 8b); p. 105 (act. 12); p. 114 (Proyecto final); p. 118 (act. 6a); p. 125 (act. 4, 5); p. 130 (act. 13b); p. 132 (act. 17a, 17b); p. 143 (act. 1a, 1b, 1d); p. 144 (act. 2a); p. 145 (act. 3d); pp. 146-147 (act. 4d); p. 147 (act. 6b); p. 149 (act. 8a, 8b, 8c, 8d); p. 150 (act. 10b); p. 152 (act. 12); p. 166 (act. 6a); p. 173 (act. 5); p. 174 (act. 6a, 6b); p. 175 (act. 7a, 7b, 8); p. 176 (act. 10b); p. 179 (act. 12a); p. 180 (act. 15); p. 199 (act. 13a); p. 214 (act. 6a); p. 219 (act. 2a); p. 220 (act. 3d); p. 221 (act. 4a, 5, 6); p. 223 (act. 8); p. 224 (act. 10a, 10b); p. 228 (act. 16); p. 241 (act. 3a, 3b); p. 243 (act. 7); p. 245 (act. 8a, 9); p. 247 (act. 13b); p. 248 (act. 16); p. 258 (act. Proyecto final); p. 262 (act. 6); p. 269 (act. 3a, 3b, 4a, 5, 6b); p. 272 (act. 11); p. 273 (act. 13); pp. 274-275 (act. 14a, 14b, 14c); p. 275 (act. 16a); p. 285 (act. Miniproyecto 1); p. 289 (act. 2, 3); p. 291 (act. 7a, 7b); p. 293 (act. 11); p. 306 (act. Proyecto final); p. 310 (act. 5, 6a).</p>
B. Engage in common classroom interactions such as, greetings, stating needs and preferences.	<p>p. 27 (act. 2c, CULTURA); p. 29 (act. 4b, 5b); p. 35 (act. 13a, 13c); p. 36 (act. 15); p. 37 (act. CULTURA); p. 38 (act. 16); p. 39 (act. 17); p. 41 (act. 18, 19); p. 42 (act. 20, 21); p. 43 (act. 22, 23); p. 46 (act. 24); p. 47 (act. Miniproyecto 1); p. 49 (act. 1b, CULTURA); p. 51 (act. 4b); p. 57 (act. 12b); p. 59 (act. CULTURA); p. 61 (act. 16, 17); p. 62 (act. 19); p. 63 (act. 20, 21); p. 66 (act. 22); p. 68 (act. Proyecto final); p. 77 (act. CULTURA); p. 79 (act. 4a, 4b, 4c); p. 80 (act. 7a,</p>

	<p>7d); p. 82 (act. 11a, 11b); p. 83 (act. 13b); pp. 84-85 (act. 15c); p. 85 (act. CULTURA); p. 88 (act. 20); p. 89 (act. 23); p. 91 (act. 24); p. 94 (act. 27, 28); p. 97 (act. 1c); p. 98 (act. 2b, CULTURA); p. 99 (act. CULTURA); p. 100 (act. 4c, 4d); p. 101 (act. 7b); p. 103 (act. 9a, CULTURA); p. 104 (act. CULTURA); p. 109 (act. 17); p. 112 (act. 21); p. 123 (act. CULTURA); p. 126 (act. CULTURA); p. 127 (act. 9d); p. 129 (act. 11a, 11b, 12a, 12b); p. 130 (act. 13b, CULTURA); p. 131 (act. CULTURA); p. 132 (act. 17a, 17b); p. 134 (act. 18a); p. 135 (act. 19); p. 136 (act. 20); p. 137 (act. 21, 22, 23); p. 140 (act. 24); p. 144 (act. 2c); p. 145 (act. CULTURA); pp. 146-147 (act. 4d) p. 147 (5, 6b); p. 149 (act. CULTURA); p. 150 (act. 10b); p. 151 (act. 11a, 11d, 11e); p. 152 (act. 12, 13); p. 154 (act. 15); p. 155 (act. 16, 17); p. 156 (act. 18); p. 157 (act. 19, 20, 21); p. 160 (act. 22, 23); p. 162 (act. Proyecto final); p. 171 (act. 2c, 2d); p. 173 (act. 4a, 4b, 4c, CULTURA); p. 175 (act. 7c); p. 176 (act. 10a, CULTURA); p. 177 (act. 11c); p. 179 (act. 12a, 12c, 12d); p. 180 (act. 15); p. 183 (act. 16, 17, 18); p. 185 (act. 19, 20, 21); p. 188 (act. 22, 23); p. 189 (act. Miniproyecto 1); p. 191 (act. 1a, 1b, CULTURA); p. 193 (act. 4a, 4b, 5); p. 194 (act. 6b, 7b); p. 195 (act. 8c); p. 196 (act. 9a, 9c); p. 197 (act. 10a, 10b, 11c); pp. 198-199 (act. 12a, 12c); p. 199 (act. 13a, 13c); p. 200 (act. 14b, 15a, 15c); p. 203 (act. 16, 18, 19); p. 205 (act. 20, 21); p. 208 (act. 22); p. 209 (act. Miniproyecto 2); p. 210 (act. Proyecto final); p. 214 (act. 6a); p. 219 (act. CULTURA); p. 220 (act. 3c); p. 221 (act. 6, CULTURA); p. 223 (act. 7b, CULTURA); p. 224 (act. 9b, 9c, 10a, 10b); p. 227 (act. 15b); p. 228 (act. 16, 18); p. 231 (act. 19, 20); p. 232 (act. 21); p. 233 (act. 23, 24); p. 236 (act. 25); p. 239 (act. 1c, CULTURA); p. 241 (act. 2b, 3a, 3b, 3c, 4b); p. 243 (act. 5a, 5b, 5c, 5d); p. 245 (act. 8b, 8c); p. 246 (act. 11b); p. 247 (act. 12, 13b); p. 248 (act. 14, 16); p. 251 (act. 17, 18, 19); p. 252 (act. 20, 21); p. 253 (act. 23); p. 256 (act. 24, 25); p. 257 (act. Miniproyecto 2); p. 258 (act. Proyecto final); p. 267 (act. 2a, 2c, CULTURA); p. 269 (act. 3b, 4a, 6b); p. 270 (act. 7a, 7c); p. 271 (act. 8b, 9); p. 272 (act. 10, 11); p. 275 (act. 16a, 16b); p. 276 (act. 18, 19, 20); p. 279 (act. 21, 22); p. 280 (act. 23, 24); p. 281 (act. 25); p. 284 (act. 26, 27); p. 287 (act. 1a, 1b, 1c, CULTURA); p. 289 (act. 2, 4b); p. 290 (act. 5b); p. 291 (act. 7a, 7b, 6b); p. 292 (act. 9b); p. 293 (act. 10a, 10b, 11, CULTURA); p. 295 (act. 12b, 12c, 12d, 13); p. 299 (act. 18, 19); p. 301 (act. 21, 22, 23, 24); p. 304 (act. 25, 26); p. 305 (act. Miniproyecto 2); p. 306 (act. Proyecto final); p. 310 (act. 5, 6).</p>
<p>C. Share likes and dislikes.</p>	<p>p. 27 (act. 2c); p. 49 (act. 1b); p. 68 (act. Proyecto final); p. 78 (act. 3a); p. 79 (act. 4a, 4c); p. 80 (act. 7a, 7d); p. 81 (act. 8); p. 82 (act. 11a, 11b); p. 83 (act. 13a, 14); p. 89 (act. 21, 22); p. 123 (act. 2c); p. 127 (act. 9d); p. 129 (act. 12a); p. 130 (act. 13b); p. 132 (act. 17a, 17b); p. 152 (act. 12, 13); p. 171 (act. 2c); p. 173 (act. 4c); p. 175 (act. 7c); p. 176 (act. 10a); p. 241 (act. 3a, 3b, 3c, 4b); p. 248 (act. 16); p. 269 (act. 3b); p. 270 (act. 7a); p. 272 (act. 11); p. 287 (act. 1b); p. 289 (act. 2); p. 290 (act. 5b); p. 291 (act. 7a, 7b); p. 293 (act. 11).</p>

	10a); p. 295 (act. 13).
D. Exchange descriptions of people and places, in addition to products of the target culture.	p. 25 (act. 1b); p. 31 (act. 6b, 6d, 7); p. 35 (act. 12a, 12c, 13a, 13c); p. 38 (act. 16); p. 47 (act. Miniproyecto 1); p. 54 (act. 8a); p. 57 (act. 11); p. 68 (act. Proyecto final); p. 77 (act. 2c); p. 79 (act. 6b); p. 83 (act. 14); p. 84 (act. 15a); p. 86 (act. 19); p. 97 (act. 1a); p. 101 (act. 5, 7b); p. 102 (act. 8b, 8c); p. 104 (act. 10); p. 105 (act. 11, 12); p. 106 (act. 15, 16); p. 119 (act. 2); p. 121 (act. 1a, 1b); p. 123 (act. 2a, 2c); p. 125 (act. 4, 5, 6c); p. 126 (act. 8); p. 127 (act. 9a); p. 131 (act. 15); p. 144 (act. 2a); p. 145 (act. 3a, 3b, 3d); p. 146 (act. 4a); p. 147 (act. 5); p. 152 (act. 12, 13, 14); p. 171 (act. 2a); p. 173 (act. 4a, 4b, 4d); p. 200 (act. 15b); p. 219 (act. 2a); p. 223 (act. 7d); p. 228 (act. 18); p. 231 (act. 19, 20); p. 243 (act. 5d); p. 267 (act. 2c); p. 270 (act. 7a); p. 271 (act. 8b); p. 289 (act. 2, 4b); p. 295 (act. 12d); p. 296 (act. 16, 17); p. 305 (act. Miniproyecto 2); p. 306 (act. Proyecto final)
E. Use common social amenities such as please, thank you, excuse me.	p. 29 (act. 4a, 4b); p. 32 (act. 9d); p. 68 (act. Proyecto final); p. 72 (act. 6 a); p. 192 (act. 3); p. 262 (act. 6); p. 273 (act. 13); p. 285 (act. Miniproyecto 1); p. 293 (act. 11); p. 310 (act. 6).
2. Students understand and interpret written and spoken language on a variety of topics	
INTERPRETIVE MODE: READING AND LISTENING	
A. Identify people, places and things based on oral and written descriptions.	p. 25 (act. 1a); p. 27 (act. 2b); p. 31 (act. 6a, 6c), p. 32 (act. 9c); p. 33 (act. 10); p. 35 (act. 12b); p. 36 (act. 14); p. 49 (act. 1); p. 50 (act. 2a, 2b); p. 51 (act. 4a); p. 52 (act. 5a); p. 53 (act. 6a, 6b); p. 54 (act. 8b, 8c); p. 55 (act. 9a); pp. 56-57 (act. 10b) p. 57 (act. 12a); p. 58 (act. 13, 14, 15); p. 61 (act. 18); p. 70 (act. 1); p. 71 (act. 2); p. 75 (act. 1); p. 77 (act. 2a, 2b); p. 78 (act. 3b, 3c); p. 79 (act. 6a); p. 80 (act. 7c); p. 81 (act. 9a, 10a); p. 82 (act. 12a); p. 83 (act. 13a); pp. 84-85 (act. 15b); p. 85 (act. 16); p. 86 (act. 17); p. 89 (act. 22); p. 91 (act. 25); p. 97 (act. 1b); p. 98 (act. 2a); p. 99 (act. 3a, 3b); p. 100 (act. 4a, 4b); p. 101 (act. 7a); p. 102 (act. 8a, 8b); p. 103 (act. 9a); p. 104 (act. 10); p. 105 (act. 11); p. 106 (act. 13, 14); p. 109 (act. 19); p. 116 (act. 1); p. 117 (act. 2); p. 121 (act. 1a, 1b); p. 123 (act. 2b); p. 124 (act. 3a); p. 125 (act. 6a, 6b); p. 126 (act. 7); p. 127 (act. 9b, 9c); p. 129 (act. 12a); p. 130 (act. 13a); p. 131 (act. 14); p. 132 (act. 16); p. 134 (act. 18b); p. 141 (act. Miniproyecto 1); p. 143 (act. 1b, 1c); p. 144 (act. 2b); pp. 146-147 (act. 4a, 4b, 4c, 6a); p. 148 (act. 7a), p. 149 (act. 9 a); p. 150 (act. 10a); p. 151 (act. 11b, 11c); p. 152 (act. 14); p. 169 (act. 1a, 1b, 1c); p. 171 (act. 2b); p. 172 (act. 3a, 3b); p. 174 (act. 6c); p. 176 (act. 10b); p. 177 (act. 11a, 11b); p. 179 (act. 12b); p. 180 (act. 13, 14); p. 191 (act. 1a, 1b); p. 192 (act. 2); p. 194 (act. 6a, 7a); p. 195 (act. 8a, 8b); p. 196 (act. 9b); p. 197 (act. 11a, 11b); pp. 198-199 (act. 12b); p. 199 (act. 13b); p. 200 (act. 14a, 14b, 15b); p. 212 (act. 1a, 1b); p. 213 (act. 2); p. 217 (act. 1); p. 219 (act. 2b); p. 220 (act. 3a, 3b); p. 223 (act. 7a, 7c,

	7d); p. 224 (act. 9a); p. 225 (act. 11); p. 227 (act. 12, 13, 15a); p. 228 (act. 17); p. 232 (act. 22); p. 239 (act. 1a, 1b); p. 241 (act. 2a); p. 243 (act. 5a, 6); p. 246 (act. 11a); p. 247 (act. 13a); p. 248 (act. 15); p. 253 (act. 22); p. 260 (act. 1, 2); p. 265 (act. 1a, 1b, 1c); p. 269 (act. 6a); p. 270 (act. 7b); p. 271 (act. 8a, 8b); p. 273 (act. 12a, 12b, 12c); pp. 274-275 (act. 14a); p. 275 (act. 15); p. 276 (act. 17); p. 287 (act. 1b); p. 289 (act. 4a); p. 290 (act. 5a); p. 291 (act. 6a); p. 292 (act. 8a, 8b, 8c, 9a); p. 293 (act. 10a, 10b); p. 295 (act. 12a); p. 296 (act. 14, 15); p. 308 (act. 1, 2).
B. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.	p. 29 (act. 5a), p. 32 (act. 9c); p. 36 (act. 14); p. 49 (act. 1); p. 51 (act. 4a); p. 55 (act. 9a); pp. 56-57 (act. 10a, 10b); p. 70 (act. 1); p. 77 (act. 2 a, b); p. 124 (act. 3b); p. 150 (act. 10a); p. 164 (act. 1, 2); p. 212 (act. 1); p. 241 (act. 4a); p. 261 (act. 2); p. 289 (act. 2).
C. Interpret gestures, intonation and other visual and auditory clues in target language materials.	p. 193 (act. 5); p. 200 (act. 15a); p. 223 (act. 8); p. 243 (act. 7).
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
PRESENTATIONAL MODE: SPEAKING AND WRITING	
A. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.	p. 31 (act. 8); p. 35 (act. 12c, 13b); p. 50 (act. 2c); p. 51 (act. 3b, 3c); p. 52 (act. 5b); p. 55 (act. 9b); p. 67 (act. Miniproyecto 2); p. 68 (act. Proyecto final); p. 71 (act. 3, 4); p. 72 (act. 5, 6); p. 73 (act. 1, 2); p. 79 (act. 5); p. 81 (act. 9b, 10b); pp. 84-85 (act. 15d); p. 87 (act. ¡ERES REPORTERO/A!); p. 89 (act. 21); p. 91 (act. 26); p. 95 (act. Miniproyecto 1); p. 99 (act. 3c); p. 101 (act. 6); p. 103 (act. 9b); p. 107 (act. ¡ERES REPORTERO/A!); p. 113 (act. Miniproyecto 2); p. 114 (Proyecto final); p. 117 (act. 3, 4); p. 118 (act. 5b, 6b); p. 119 (act. 1, 2); p. 127 (act. 10); p. 129 (act. 11c); p. 131 (act. 15); p. 133 (act. ¡ERES REPORTERO/A!); p. 141 (act. Miniproyecto 1); p. 145 (act. 3c); p. 148 (act. 7b, 7c); p. 151 (act. 11e); p. 153 (act. ¡ERES REPORTERO/A!); p. 157 (act. 21); p. 161 (act. Miniproyecto 2); p. 165 (act. 3, 4); p. 166 (act. 5, 6b); p. 167 (act. 1, 2); p. 172 (act. 3c); p. 175 (act. 9a, 9b); p. 179 (act. 12e); p. 181 (act. ¡ERES REPORTERO/A!); p. 192 (act. 3); p. 194 (act. 6c); p. 197 (act. 10b); p. 210 (act. Proyecto final); p. 213 (act. 3); p. 214 (act. 4, 5, 6b); p. 215 (act. 1, 2); p. 221 (act. 4b); p. 224 (act. 10b); p. 227 (act. 14); p. 229 (act. ¡ERES REPORTERO/A!); p. 237 (act. Miniproyecto 1); p. 245 (act. 10); p. 246 (act. 11b); p. 249 (act. ¡ERES REPORTERO/A!); p. 258 (act. Proyecto final); p. 261 (act. 3, 4); p. 262 (act. 5, 6); p. 263 (act. 1,

	2); p. 269 (act. 4b); p. 271 (act. 9); p. 273 (act. 13); p. 277 (act. ¡ERES REPORTERO/A!); p. 285 (act. Miniproyecto 1); p. 289 (act. 4b); p. 295 (act. 12d); p. 297 (act. ¡ERES REPORTERO/A!); p. 309 (act. 3, 4); p. 310 (act. 5, 6); p. 311 (act. 1, 2).
B. Prepare illustrated stories about activities or events and share them orally or in writing.	p. 37 (act. ¡ERES REPORTERO/A! 1, 2); p. 47 (act. Miniproyecto 1); p. 59 (act. ¡ERES REPORTERO/A!); p. 67 (act. Miniproyecto 1); p. 83 (act. 13c); p. 87 (act. ¡ERES REPORTERO/A!); p. 95 (act. Miniproyecto 1); p. 113 (act. Miniproyecto 2); p. 114 (Proyecto final); p. 141 (act. Miniproyecto 1); p. 161 (act. Miniproyecto 2); p. 162 (act. Proyecto final); p. 189 (act. Miniproyecto 1); p. 201 (act. ¡ERES REPORTERO/A!); p. 209 (act. Miniproyecto 2); p. 210 (act. Proyecto final); p. 246 (act. 11b); p. 249 (act. ¡ERES REPORTERO/A!); p. 257 (act. Miniproyecto 2); p. 305 (act. Miniproyecto 2); p. 306 (act. Proyecto final); p. 309 (act. 4)-
CULTURES	
1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.	
PRACTICES OF THE CULTURE: PRACTICES AND PERSPECTIVES	
A. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.	p. 29 (act. 4a, 4b, 5a); p. 32 (act. 9d); p. 68 (act. Proyecto final); p. 72 (act. 6a); p. 73 (act. 1, 2); p. 192 (act. 3); p. 221 (act. 4a); p. 258 (act. Proyecto final); p. 262 (act. 5); p. 273 (act. 13); p. 285 (act. Miniproyecto 1); p. 292 (act. 8); p. 293 (act. 11); p. 310 (act. 6).
B. Describe the practices of common cultural activities and holiday celebrations.	p. 73 (act. 1, 2); p. 79 (act. 6); p. 86 (act. 17); p. 97 (act. 1b); p. 101 (act. 7a); p. 106 (act. 14, 16); p. 119 (act. 1, 2); p. 144 (act. 2a, 2b); p. 167 (act. 2); p. 195 (act. 8a); p. 197 (act. 11a, 11b); p. 215 (act. 2); p. 217 (act. 1); p. 265 (act. 1a, 1b, 1c); p. 290 (act. 5a); p. 311 (act. 1, 2).
C. Identify common social etiquette within the cultures studied.	p. 29 (act. 4a, 4b, Cultura, 5a); p. 32 (act. 9d); p. 43 (act. 22, 23); p. 68 (act. Proyecto final); p. 72 (act. 6a); p. 73 (act. 1); p. 118 (act. 6b); p. 192 (act. 3); p. 258 (act. Proyecto final); p. 262 (act. 5, 6); p. 273 (act. 13); p. 285 (act. Miniproyecto 1); p. 292 (act. 8); p. 293 (act. 11); p. 310 (act. 6).

<p>2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>	
<p>PRODUCTS OF THE CULTURE: PRODUCTS AND PERSPECTIVES</p>	
<p>A. Identify objects and symbols commonly used to represent the culture studied.</p>	<p>p. 25 (act. 1); p. 27 (act. 2a, 2b, Cultura); p. 36 (act. 15); p. 51 (act. 4a); p. 57 (act. 12a); p. 58 (act. 13, 14, 15); p. 75 (act. 1); p. 77 (act. CULTURA); p. 79 (act. 6); p. 81 (act. 10a); p. 82 (act. 12a); pp. 84-85 (act. 15b); p. 86 (act. 17); p. 98 (act. CULTURA); p. 101 (act. 7a); p. 102 (act. 8b, 8c); p. 103 (act. 9a, 9b); p. 106 (act. 13, 14, 15, 16); p. 116 (act. 1); p. 119 (act. 1, 2); p. 121 (act. 1a, 1b); p. 123 (act. 2b); p. 125 (act. 6a, 6b, 6c); p. 129 (act. 12a, 12b); p. 130 (act. 13a); p. 131 (act. 14); p. 132 (act. 16); p. 133 (act. ¡ERES REPORTERO/A!); p. 145 (act.3a, 3b); p. 167 (act. 1); p. 169 (act. 1a, 1b, 1c); p. 176 (act. 10a, 10b); p. 217 (act. 1); p. 225 (act. 11); p. 227 (act. 15a); p. 228 (act. 16); p. 239 (act. 1a); p. 261 (act. 2); p. 265 (act. 1a, 1b, 1c); p. 269 (act. 3a, 4, 6a); p. 276 (act. 17, 20); p. 287 (act. 1a, 1b, 1c); p. 289 (act. 4a, 4b); p. 290 (act. 5a); p. 292 (act. 9a); p. 293 (act. 10a); p. 296 (act. 14); p. 305 (act. Miniproyecto 2); p. 306 (act. Proyecto final); p. 311 (act. 1, 2).</p>
<p>B. Identify important historical and contemporary figures and events of the culture studied.</p>	<p>p. 31 (act. 6), p. 32 (act. 9a); p. 35 (act. 12a, 12b); p. 36 (act. 15); p. 47 (act. Miniproyecto 1); p. 49 (act. 1a); p. 51 (act. 4a); p. 52 (act. 5a, 5b); p. 53 (act. 7), p. 57 (act. 12a); p. 58 (act. 13, 14, 15); p. 68 (act. Proyecto final); p. 71 (act. 3); p. 73 (act. 1, 2); p. 77 (act. 2 a, b, c, CULTURA); p. 79 (act. 6); p. 80 (act. 7c); p. 81 (act. 10a); p. 100 (act. 4); p. 106 (act. 13, 14, 15, 16); p. 107 (act. ¡ERES REPORTERO/A!); p. 116 (act. 1); p. 132 (act. 16); p. 133 (act. ¡ERES REPORTERO/A!); p. 164 (act. 1); p. 169 (act. 1a, 1b, 1c); p. 217 (act. 1); p. 219 (act. 2b); p. 248 (act. 15); p. 270 (act. 7a); p. 276 (act. 17), p. 277 (act. ¡ERES REPORTERO/A!); p. 306 (act. Proyecto final); p. 311 (act. 1).</p>
<p>CONNECTIONS</p>	
<p>1. Students reinforce and further their knowledge of other disciplines through the world language.</p>	
<p>INTERDISCIPLINARY CONNECTIONS</p>	
<p>A. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.</p>	<p>p. 51 (act. 3d); p. 57 (act. 12a, 12b); p. 59 (act. ¡ERES REPORTERO/A!); p. 70 (act. 1); p. 82 (act. 12a, 12b); p. 86 (act. 17, 18); p. 103 (act. 9a, 9b, CULTURA); p. 104 (act. CULTURA); p. 106 (act. 13, 14, 15, 16); p. 113 (act. Miniproyecto 2); p. 114 (Proyecto final); p. 126 (act. CULTURA); p. 131 (act. 14, 15, CULTURA); p. 132 (act. 16, 17); p. 141 (act. Miniproyecto 1); p. 144 (act. 2a, 2b); p. 145 (act. 3a, 3b); p. 149 (act. 8c); p. 152 (act. 12, 13, 14); p. 162 (act. Proyecto final); p. 171 (act. 2d); p. 180 (act. 13, 14, 15); p. 181 (act. ¡ERES REPORTERO/A!); p. 228 (act. 16, 17, 18); p. 241 (act. 3c, 4a,</p>

	4b); p. 248 (act. 14, 15, 16); p. 249 (act. ¡ERES REPORTERO/A!); p. 257 (act. Miniproyecto 2); p. 274 (act. 14b); p. 276 (act. 18, 19, 20); p. 277 (act. ¡ERES REPORTERO/A!); p. 289 (act. 2); p. 306 (act. Proyecto final).
B. Use target language vocabulary to refer to items and concepts learned in other subject areas.	p. 57 (act. 12a, 12b); p. 104 (act. CULTURA); p. 126 (act. CULTURA); p. 131 (act. 14, 15, CULTURA); p. 141 (act. Miniproyecto 1); p. 162 (act. Proyecto final); p. 180 (act. 13, 14, 15); p. 241 (act. 3c, 4a, 4b); p. 248 (act. 14, 15, 16); p. 249 (act. ¡ERES REPORTERO/A!); p. 274 (act. 14b); p. 276 (act. 18, 19, 20); p. 277 (act. ¡ERES REPORTERO/A!); p. 289 (act. 4b); p. 306 (act. Proyecto final)-
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.	
DISTINCTIVE VIEWPOINTS OF INFORMATION	
A. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.	p. 127 (act. 9a, 9b), p. 116 (act. 1); p. 117 (act. 2); p. 130 (act. 13a); p. 164 (act. 1, 2); pp. 178-179 (act. 12b); p. 196 (act. 9b); p. 213 (act. 2); p. 223 (act. 7); p. 239 (act. 1a); p. 308 (act. 1, 2).
B. Broaden understanding of world culture through authentic spoken and written information.	p. 55 (act. 9a); p. 106 (act. 13); p. 116 (act. 1); p. 117 (act. 2), p. 130 (act. 13a); p. 150 (act. 10a); p. 166 (act. 10a, 10b); p. 177 (act. 11a, 11b); pp. 178-179 (act. 12b); p. 199 (act. 12a, 12b); p. 212 (act. 1); p. 223 (act. 7a, 7c); p. 239 (act. 1a); p. 241 (act. 2a); p. 260 (act. 1); p. 261 (act. 2); p. 308 (act. 1, 2).
COMPARISONS	
1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
LANGUAGE COMPARISONS	
A. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.	p. 56 (act. 10a); p. 86 (act. 18).

<p>B. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.</p>	<p>p. 56 (act. 10a).</p>
<p>C. Report similarities and differences between the sound and writing system of target and native language.</p>	<p>p. 32 (act. 9b); p. 46 (act. 24); pp. 84-85 (act. 15c); p. 86 (act. 18); p. 94 (act. 27, 28); p. 98 (act. 2b); p. 100 (act. 4 c, d); p. 109 (act. 18); p. 129 (act. 11a, 11b); p. 140 (act. 24); p. 194 (act. 6b); p. 196 (act. 9c); p. 200 (act. 15c); p. 247 (act. 12)</p>
<p>2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>CULTURAL COMPARISONS</p>	
<p>A. Recognize common tangible and intangible products of the culture studied.</p>	<p>p. 25 (act. 1); p. 32 (act. 9a); p. 36 (act. 15); p. 37 (act. CULTURA); p. 49 (act. CULTURA); p. 51 (act. 4b); p. 57 (act. 12b); p. 75 (act. 1); p. 77 (act. CULTURA); p. 81 (act. 10b); p. 85 (act. CULTURA); p. 97 (act. 1c); p. 98 (act. CULTURA); p. 99 (act. CULTURA); p. 101 (act. 7b); p. 103 (act. CULTURA); p. 106 (act. 14, 15, 16); p. 119 (act. 1, 2); p. 123 (act. CULTURA); p. 125 (act. 6b, 6c); p. 129 (act. 12b); p. 130 (act. CULTURA); p. 131 (act. 15; CULTURA); p. 132 (act. 16); p. 167 (act. 1, 2); p. 173 (act. CULTURA); p. 176 (act. CULTURA); p. 177 (act. 11c); p. 191 (act. CULTURA); p. 197 (act. 11c); p. 221 (act. CULTURA); p. 223 (act. CULTURA); p. 225 (act. 11); p. 227 (act. 15a); p. 239 (act. CULTURA); p. 241 (act. 2 a, b, 4 a); p. 263 (act. 1, 2); p. 269 (act. 6b); p. 276 (act. 20); p. 287 (act. CULTURA); p. 289 (act. 2, 4a, 4b); p. 292 (act. 9a, 9b); p. 293 (act. 10c); p. 296 (act. 14, 16); p. 311 (act. 1, 2).</p>
<p>B. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.</p>	<p>p. 29 (act. 5b); p. 37 (act. CULTURA); p. 73 (act. 1, 2); p. 98 (act. CULTURA); p. 99 (act. CULTURA); p. 143 (act. 1d); p. 145 (act. 3d, CULTURA); p. 147 (act. 6 b); p. 149 (act. 9b); p. 150 (act. 10b); p. 167 (act. 1, 2); p. 175 (act. 7a, 7b, 7c); p. 176 (act. CULTURA); p. 177 (act. 11c); p. 194 (act. 6c); p. 215 (act. 1, 2); p. 219 (act. CULTURA); p. 221 (act. 4a, 4b, CULTURA); p. 223 (act. CULTURA); p. 227 (act. 15b); p. 241 (act. 2 b); p. 263 (act. 1, 2); p. 269 (6 b); p. 276 (act. 19); p. 289 (act. 2); p. 290 (act. 5b); p. 292 (act. 9 b); p. 293 (act. 10c, CULTURA); p. 296 (act. 16); p. 311 (act. 1, 2).</p>
<p>C. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.</p>	<p>p. 147 (act. 5); p. 193 (act. 5 1, 2).</p>

COMMUNITIES	
1. Students use the target language within and beyond the school setting.	
LANGUAGE USE WITHIN AND BEYOND THE CLASSROOM	
A. Recognize the target language when encountered outside the world language classroom.	p. 114 (Proyecto final); p. 127 (act. 10); p. 133 (act. ¡ERES REPORTERO/A!); p. 269 (act. 4 a); p. 306 (act. Proyecto final).
B. Recognize words borrowed from the target language.	
2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.	
LANGUAGE USE FOR PERSONAL ENJOYMENT AND ENRICHMENT	
A. Attend or view via media cultural events and social activities.	p. 102 (act. 8a, 8b, 8c); p. 107 (act. ¡ERES REPORTERO/A!); p. 133 (act. ¡ERES REPORTERO/A!).
B. Explore topics of personal interest from the target culture.	p. 47 (act. Miniproyecto 1); p. 57 (act. 11); p. 59 (act. ¡ERES REPORTERO/A!); p. 101 (act. 6); p. 102 (act. 8c); p. 107 (act. ¡ERES REPORTERO/A!); p. 133 (act. ¡ERES REPORTERO/A!); p. 162 (act. Proyecto final); p. 269 (act. 4, 6a); p. 267 (act. 2c); p. 276 (act. 20); p. 277 (act. ¡ERES REPORTERO/A!); p. 289 (act. 4b); p. 295 (act. 12 b); p. 305 (act. Miniproyecto 2); p. 306 (act. Proyecto final).