



# ALBA Y GAEL 1

**LEVEL:** NOVICE LOW TO NOVICE MID

2019 World Languages Standards for California Public Schools,  
Kindergarten Through Grade Twelve

## LEARNING STANDARDS EVIDENCE

### COMMUNICATION STANDARD 1: INTERPRETIVE COMMUNICATION

WL.CM1

To access information, students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate.

pp. 10-11 (act. 1, 2), p. 12 (act. 1, 2), p. 13 (act. 3a-b), p. 15 (act. 6), p. 16, p. 17, p. 18 (act. 1-3), p. 19 (act. 4), p. 20 (act. 1-3), p. 21 (act. 4), p. 22 (act. 1-3), p. 23 (act. 4-6), p. 24 (act. 1), p. 26 (act. 1), pp. 28-29, p. 30 (act. 1-3), p. 32 (act. 1-3), p. 33 (act. 4a), p. 34 (act. 1-3), p. 35 (act. 4a), p. 36 (act. 1, 2), p. 38 (act. 1), pp. 40-41, p. 42 (act. 1-3), p. 43 (act. 4, 5), p. 44 (act. 1, 2), p. 45 (act. 5), p. 46 (act. 1-3), p. 50 (act. 1a, 1b, 2), pp. 52-53, p. 54 (act. 1-3), p. 55 (act. 4), p. 56 (act. 1-3), p. 57 (act. 4, 5), p. 58 (act. 1-3), p. 59 (act. 4a, 4b, 5), p. 60 (act. 2), p. 62 (act. 2), p. 63 (act. 1-4), pp. 64-65, p. 66 (act. 1, 2, 3), p. 67 (act. 4, 6), p. 68 (act. 1, 2), p. 69 (act. 4), p. 70 (act. 1, 2), p. 72 (act. 3), pp. 76-77, p. 78 (act. 1, 2), p. 79 (act. 4b, 5), p. 80 (act. 1, 2), p. 81 (act. 5), p. 82 (act. 1, 2, 3.1), p. 83 (act. 3.2), p. 84 (act. 1, 3), p. 85 (act. 2)

**COMMUNICATION STANDARD 2: INTERPERSONAL COMMUNICATION**

WL.CM2

To collaborate, share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology, when appropriate.

p. 14 (act. 4, 5), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 5), p. 22 (act. 2), p. 26 (act. 2), p. 30 (act. 2), p. 31 (act. 4a-b), p. 32 (act. 2), p. 33 (act. 4b), p. 34 (act. 2), p. 36 (act. 3), pp. 40-41, p. 42 (act. 2), p. 44 (act. 2), p. 46 (act. 2), p. 47 (act. 4, 5), p. 48 (act. 3), pp. 52-53, p. 54 (act. 2), p. 56 (act. 2), p. 58 (act. 2), p. 59 (act. 4a), pp. 64-65, p. 66 (act. 2), p. 67 (act. 5), p. 68 (act. 2, 3), p. 69 (act. 4), p. 70 (act. 2), pp. 76-77, p. 78 (act. 2), p. 79 (act. 5), p. 80 (act. 2), p. 81 (act. 4), p. 82 (act. 2), p. 83 (act. 4)

**COMMUNICATION STANDARD 3: PRESENTATIONAL COMMUNICATION**

WL.CM3

To present and publish, students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

p. 24 (act. 2), p. 26 (act. 3), p. 27 (act. 1-4), p. 31 (act. 4a, 4b), p. 35 (act. 4), p. 38 (act. 2), p. 39 (act. 1-5), p. 47 (act. 5), p. 51 (act. 1, 2, 3), p. 55 (act. 5), p. 59 (act. 4c), p. 63 (act. 1-4), p. 71 (act. 4), p. 72 (act. 1, 2), p. 75 (act. 1-5), p. 79 (act. 4a), p. 83 (act. 3.3), p. 86 (act. 2), p. 87 (act. 1-5)

**COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION**

WL.CM4

Students use language in: highly predictable, daily settings (N); transactional and some informal settings (I); most informal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. Students recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

pp. 16-17, p. 26 (act. 3), pp. 28-29, p. 38 (act. 2), p. 39 (act. 1-5), pp. 40-41, p. 47 (act. 5), p. 51 (act. 1-3), pp. 52-53, p. 55 (act. 5), pp. 64-65, pp. 76-77, p. 83 (act. 3.3), p. 86 (act. 2), p. 87 (act. 1-5)

**COMMUNICATION STANDARDS 5 AND 6: STRUCTURES IN SERVICE OF COMMUNICATION**

WL.CM5, 6

Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multiparagraph texts (S).

pp. 10-11 (act. 1, 2), p. 12 (act. 1, 2), p. 13 (act. 3a), p. 14 (act. 5), p. 15 (act. 6), p. 19 (act. 4), p. 21 (act. 4), p. 22 (act. 2, 3), p. 23 (act. 4), p. 24 (act. 1, 2), p. 25 (act. 1, 2), p. 26 (act. 1), p. 32 (act. 2-3), p. 34 (act. 2, 4a), p. 35 (act. 4b), p. 36 (act. 1), p. 37 (act. 1-3), p. 39 (act. 1-5), p. 44 (act. 3), p. 45 (act. 4a-b), p. 47 (act. 5), p. 48 (act. 1, 2), p. 49 (act. 1-3), p. 51 (act. 1-3), p. 55 (act. 5), p. 56 (act. 3), p. 57 (act. 4, 5), p. 59 (act. 4b, 5), p. 60 (act. 1, 2), p. 61 (act. 1, 2), p. 62 (act. 1, 3), p. 66 (act. 3), p. 72 (act. 1, 2), p. 73 (act. 1-3), p. 74 (act. 1-3), p. 78 (act. 3), p. 80 (act. 3), p. 83 (act. 3.3), p. 84 (act. 3), p. 85 (act. 1, 2), p. 87 (act. 1-5)

**COMMUNICATION STANDARD 7: LANGUAGE COMPARISONS IN SERVICE OF COMMUNICATION**

WL.CM7

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

pp. 10-11 (act. 1, 2), p. 12 (act. 1, 2), p. 13 (act. 3a), p. 18 (act. 1), p. 36 (act. 1), p. 37 (act. 1-3), p. 48 (act. 1-2), p. 58 (act. 3), p. 60 (act. 1), p. 61 (act. 1, 2), p. 62 (act. 1, 3), p. 66 (act. 3), p. 78 (act. 3), p. 80 (act. 3), p. 85 (act. 1, 2)

**THE CULTURE STANDARDS**
**CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION**

WL.CL1

Students interact with cultural competence and understanding.

**CULTURES STANDARD 2: CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES**

WL.CL2

To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

pp. 10-11 (act. 1, 2), p. 15 (act. 6), pp. 16-17, p. 18 (act. 1), p. 22 (act. 3), p. 26 (act. 2), p. 27 (act. 1-4), pp. 28-29, p. 39 (act. 1-5), pp. 40-41, p. 42 (act. 3), p. 50 (act. 1, 2), pp. 52-53, p. 57 (act. 5), p. 58 (act. 3), p. 59 (act. 5), p. 62 (act. 3), p. 63 (act. 1-4), pp. 64-65, p. 67 (act. 6), p. 75 (act. 1-5), pp. 76-77, p. 81 (act. 5), p. 86 (act. 1)

**CULTURES STANDARD 3: CULTURAL COMPARISONS**

WL.CL3

To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

pp. 16-17, pp. 28-29, p. 39 (act. 1-5), pp. 40-41, p. 50 (act. 1, 2), pp. 52-53, p. 57 (act. 5), p. 58 (act. 3), p. 59 (act. 5), p. 62 (act. 3), p. 63 (act. 1-4), pp. 64-65, pp. 76-77, p. 81 (act. 5), p. 86 (act. 1)

**CULTURES STANDARD 4: INTERCULTURAL INFLUENCES**

WL.CL4

To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

p. 26 (act. 1, 2), p. 39 (act. 1-5), p. 50 (act. 1, 2), p. 57 (act. 5), p. 62 (act. 3), p. 63 (act. 1-4), p. 75 (act. 1-5), p. 86 (act. 1)

**THE CONNECTIONS STANDARDS**
**CONNECTION STANDARD 1: CONNECTIONS TO OTHER DISCIPLINES**

WL.CN1

To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

pp. 10-11 (act. 1, 2), p. 13 (act. 3a), p. 14 (act. 4), p. 15 (act. 6), pp. 16-17, p. 26 (act. 2, 3), pp. 28-29, p. 32 (act. 3a, 3b), p. 33 (act. 4a), p. 39 (act. 1-5), pp. 40-41, p. 42 (act. 3), p. 43 (act. 5), p. 44 (act. 3), p. 45 (act. 5), p. 48 (act. 1, 2), p. 50 (act. 1, 2), pp. 52-53, p. 55 (act. 4, 5), p. 58 (act. 3), p. 62 (act. 3), p. 63 (act. 1, 2, 3, 4), pp. 64-65, p. 66 (act. 3), p. 75 (act. 1-5), pp. 76-77, p. 84 (act. 2), p. 86 (act. 1, 2), p. 87 (act. 1-5)

**CONNECTION STANDARD 2: DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS**

WL.CN2

To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

pp. 28-29, pp. 40-41, pp. 52-53, p. 63 (act. 1-4), pp. 64-65, pp. 76-77



# ALBA Y GAEL 2

**LEVEL:** NOVICE MID

2019 World Languages Standards for California Public Schools,  
Kindergarten Through Grade Twelve

## LEARNING STANDARDS EVIDENCE

### COMMUNICATION STANDARD 1: INTERPRETIVE COMMUNICATION

WL.CM1

To access information, students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate.

p. 12 (act. 1-3), p. 13 (act. 3, 4), p. 14 (act. 6), pp. 18-19, p. 20 (act. 1-3), p. 21 (act. 4a, 5, 6), p. 23 (act. 1-3), p. 24 (act. 4, 5), p. 25 (act. 6), p. 26 (act. 1-3), p. 28 (act. 1), pp. 30-31, p. 32 (act. 1-3), p. 33 (act. 5), p. 34 (act. 6), p. 35 (act. 1-3), p. 36 (act. 4, 5), p. 37 (act. 6-8), p. 38 (act. 3), pp. 42-43, p. 44 (act. 1, 2), p. 45 (act. 4), p. 46 (act. 6a, 6b), p. 47 (act. 1-3), p. 48 (act. 6), p. 49 (act. 7), p. 52 (act. 1, 2, 3), p. 54, p. 55, p. 56 (act. 1, 2, 3), p. 57 (act. 5), p. 58 (act. 7), p. 59 (act. 1, 2), p. 59 (act. 3a-b), p. 64 (act. 1), p. 66, p. 67, p. 68 (act. 1), p. 68 (act. 3, 4), p. 70 (act. 5a-c), p. 71 (act. 1-3), p. 72 (act. 4a-b), p. 73 (act. 5, 7), p. 74 (act. 3), p. 76 (act. 1), pp. 78-79, p. 80 (act. 1, 2, 3), p. 81 (act. 4a), p. 82 (act. 5a), p. 83 (act. 1, 2), p. 84 (act. 4), p. 85 (act. 6), p. 86 (act. 1), p. 88 (act. 1)

### COMMUNICATION STANDARD 2: INTERPERSONAL COMMUNICATION

WL.CM2

To collaborate, share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology, when appropriate.

pp. 10-11, p. 13 (act. 3), p. 14 (act. 5a, 5b), p. 16 (act. 1, 2), pp. 18-19, p. 22 (act. 8), p. 25 (act. 7), p. 29 (act. 1-5), pp. 30-31, p. 33 (act. 4a, 4b, 5), p. 37 (act. 6, 7), p. 38 (act. 2), p. 41 (act. 1-4), pp. 42-43, p. 44 (act. 3a), p. 45 (act. 5), p. 49 (act. 8), p. 50 (act. 2-3), p. 52 (act. 1-3), pp. 54-55, p. 57 (act. 4a), p. 57 (act. 5), p. 60 (act. 5), p. 61 (act. 7), p. 62 (act. 2), p. 65 (act. 1-4), pp. 66-67, p. 71 (act. 2), p. 74 (act. 2), p. 76 (act. 2), p. 77 (act. 1-5), pp. 78-79, p. 82 (act. 5b), p. 83 (act. 3), p. 85 (act. 5), p. 86 (act. 2), p. 89 (act. 1-4)

### COMMUNICATION STANDARD 3: PRESENTATIONAL COMMUNICATION

WL.CM3

To present and publish, students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

p. 12 (act. 2), p. 15 (act. 7a, 7b), p. 16 (act. 1, 3), p. 17 (act. 1-4), p. 21 (act. 4b), p. 22 (act. 7), p. 29 (act. 1-5), p. 33 (act. 4a, 4b), p. 34 (act. 7), p. 41 (act. 1-4), p. 45 (act. 3b), p. 46 (act. 7), p. 52 (act. 1-3), p. 53 (act. 1-4), p. 57 (act. 4a-b), p. 58 (act. 6), p. 61 (act. 7), p. 62 (act. 2), p. 64 (act. 2), p. 65 (act. 1-4), p. 73 (act. 6), p. 76 (act. 2), p. 77 (act. 1-5), p. 81 (act. 4b), p. 88 (act. 2), p. 89 (act. 1-4)

### COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION

WL.CM4

Students use language in: highly predictable, daily settings (N); transactional and some informal settings (I); most informal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. Students recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

p. 15 (act. 7a-b), p. 17 (act. 1-4), pp. 18-19, pp. 30-31, p. 41 (act. 1-4), pp. 42-43, p. 53 (act. 1-4), pp. 54-55, p. 57 (act. 4b), pp. 66-67, p. 77 (act. 1-5), pp. 78-79, p. 89 (act. 4)

### COMMUNICATION STANDARDS 5 AND 6: STRUCTURES IN SERVICE OF COMMUNICATION

WL.CM5, 6

Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multiparagraph texts (S).

p. 13 (act. 4), p. 38 (act. 1), p. 39 (act. 1, 2), p. 48 (act. 4, 5, 6), p. 50 (act. 1), p. 51 (act. 1-3), p. 52 (act. 1-3), p. 53 (act. 1-4), p. 58 (act. 7), p. 59 (act. 3), p. 60 (act. 4), p. 61 (act. 6), p. 62 (act. 1), p. 63 (act. 1, 2) p. 69 (act. 4), p. 74 (act. 1), p. 75 (act. 1, 2), p. 87 (act. 1-3), p. 89 (act. 1-4)

### COMMUNICATION STANDARD 7: LANGUAGE COMPARISONS IN SERVICE OF COMMUNICATION

WL.CM7

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

pp. 10-11, p. 13 (act. 4), p. 27 (act. 1-3), p. 48 (act. 4-6), p. 50 (act. 1), p. 51 (act. 1-3), p. 52 (act. 1-3), p. 59 (act. 3a, 3b), p. 60 (act. 4, 5), p. 61 (act. 6), p. 62 (act. 1), p. 63 (act. 1, 2), p. 69 (act. 4), p. 74 (act. 1), p. 75 (act. 1, 2), p. 87 (act. 1-3)

## THE CULTURE STANDARDS

### CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION

WL.CL1

Students interact with cultural competence and understanding.

pp. 10-11

### CULTURES STANDARD 2: CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES

WL.CL2

To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

pp. 18-19, p. 26 (act. 3), p. 27 (act. 1-3), p. 28 (act. 1), pp. 30-31, pp. 42-43, p. 52 (act. 1, 2, 3), pp. 54-55, p. 64 (act. 1), pp. 66-67, p. 76 (act. 1), pp. 78-79

### CULTURES STANDARD 3: CULTURAL COMPARISONS

WL.CL3

To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

pp. 10-11, pp. 18-19, p. 26 (act. 3), p. 27 (act. 1-3), p. 28 (act. 1), pp. 30-31, pp. 42-43, p. 52 (act. 1, 2, 3), pp. 54-55, p. 64 (act. 1), pp. 66-67, p. 76 (act. 1), pp. 78-79

### CULTURES STANDARD 4: INTERCULTURAL INFLUENCES

WL.CL4

To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

pp. 10-11, p. 26 (act. 3), p. 27 (act. 1-3), p. 28 (act. 1), p. 52 (act. 1-3), p. 76 (act. 1)

## THE CONNECTIONS STANDARDS

### CONNECTION STANDARD 1: CONNECTIONS TO OTHER DISCIPLINES

WL.CN1

To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

p. 16 (act. 2, 3), p. 17 (act. 1-4), pp. 18-19, pp. 30-31, p. 37 (act. 8), p. 38 (act. 2), p. 41 (act. 1, 2, 3, 4), pp. 42-43, p. 45 (act. 3b), p. 52 (act. 1-3), pp. 54-55, p. 60 (act. 5), p. 61 (act. 6), p. 64 (act. 1, 2), p. 65 (act. 1-4), pp. 66-67, p. 68 (act. 2), p. 76 (act. 1, 2), p. 77 (act. 1-5), pp. 78-79, p. 88 (act. 1, 2), p. 89 (act. 1-4)

### CONNECTION STANDARD 2: DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS

WL.CN2

To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

pp. 18-19, p. 27 (act. 1, 2, 3), pp. 30-31, p. 41 (act. 1, 2, 3, 4), pp. 42-43, p. 45 (act. 3b), p. 52 (act. 1-3), pp. 54-55, p. 65 (act. 1-4), pp. 66-67, p. 77 (act. 1-5), pp. 78-79



# ALBA Y GAEL 3

**LEVEL:** NOVICE MID TO NOVICE HIGH

2019 World Languages Standards for California Public Schools,  
Kindergarten Through Grade Twelve

## LEARNING STANDARDS EVIDENCE

### COMMUNICATION STANDARD 1: INTERPRETIVE COMMUNICATION

WL.CM1

To access information, students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate.

pp. 10-11, p. 12 (act. 1, 3), p. 15 (act. 8), p. 18 (act. 14, 15), p. 21 (act. 1, 2), pp. 24-25, p. 26 (act. 1-3), p. 27 (act. 5), p. 28 (act. 6a, 7), p. 29 (act. 1, 2, 3), p. 30 (act. 4), p. 33 (act. 5), p. 35 (act. 1), pp. 38-39, p. 40 (act. 1, 2, 3a), p. 42 (act. 6a), p. 43 (act. 1-3), p. 44 (act. 4a, 4b), p. 46 (act. 2), p. 47 (act. 3, 5), p. 49 (act. 1-3), pp. 52-53, p. 54 (act. 1-3), p. 55 (act. 4), p. 56 (act. 6a), p. 57 (act. 1-3), p. 59 (act. 6), p. 60 (act. 2), p. 61 (act. 1), p. 63 (act. 1, 2, 3), pp. 64-65 (act. Consejos para tener una vida sana), pp. 66-67, p. 68 (act. 1-3), p. 69 (act. 4, 5), p. 71 (act. 1-3), p. 72 (act. 4, 5a), p. 74 (act. 1, 2a), p. 75 (act. 3-5), p. 77 (act. 1, 2), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), pp. 80-81, p. 82 (act. 1-3), p. 83 (act. 4, 5a), p. 84 (act. 6), p. 85 (act. 1, 2), p. 86 (act. 4), p. 87 (act. 6a), p. 88 (act. 2), p. 89 (act. 3, 4), p. 91 (act. 1, 2), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95, p. 96 (act. 1-3), p. 97 (act. 4, 6), p. 99 (act. 1, 2), p. 100 (act. 4), p. 101 (act. 7), p. 102 (act. 1), p. 103 (act. 2), p. 103 (act. 4), p. 104 (act. 1-3), p. 105 (act. 1, 2, 3), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas)

### COMMUNICATION STANDARD 2: INTERPERSONAL COMMUNICATION

#### WL.CM2

To collaborate, share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology, when appropriate.

pp. 10-11, p. 12 (act. 2), p. 14 (act. 6), p. 20 (act. 18), pp. 22-23 (act. Un Podcast para la radio de la escuela), pp. 24-25, p. 27 (act. 4), p. 28 (act. 6b), p. 30 (act. 4), p. 31 (act. 5b), p. 32 (act. 2), pp. 36-37 (act. Un libro sobre el día a día), pp. 38-39, p. 40 (act. 3b), p. 41 (act. 5), p. 42 (act. 6b, 6c, 7), p. 45 (act. 6), p. 47 (act. 4), p. 49 (act. 1, 2, 3), pp. 52-53, p. 55 (act. 5), p. 56 (act. 7), p. 58 (act. 4, 5), pp. 64-65 (act. Consejos para tener una vida sana), pp. 66-67, pp. 78-79 (act. Un huerto orgánico con botellas reci-cladas), pp. 80-81, p. 83 (act. 5b), p. 84 (act. 7, 8), p. 86 (act. 5b), p. 87 (act. 6b, 7a), p. 91 (act. 1, 2), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95, p. 97 (act. 5), p. 97 (act. 6), p. 98 (act. 8), p. 100 (act. 4), p. 100 (act. 5, 6), p. 102 (act. 1), p. 104 (act. 1-3), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas)

### COMMUNICATION STANDARD 3: PRESENTATIONAL COMMUNICATION

#### WL.CM3

To present and publish, students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

p. 13 (act. 4a, 4b), p. 14 (act. 7), p. 15 (act. 9), p. 16 (act. 10), p. 17 (act. 11-13), p. 19 (act. 17), pp. 22-23 (act. Un Podcast para la radio de la escuela), p. 28 (act. 6a), p. 30 (act. 4), p. 31 (act. 5a, 6), p. 33 (act. 3, 4), p. 35 (act. 2), pp. 36-37 (act. Un libro sobre el día a día), p. 41 (act. 4), p. 42 (act. 7), p. 45 (act. 5), p. 46 (act. 2), p. 49 (act. 1-3), p. 56 (act. 6b), p. 59 (act. 7a, 7b), p. 70 (act. 6), p. 73 (act. 6a-b), p. 74 (act. 2b), p. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 85 (act. 3b), p. 86 (act. 4), p. 87 (act. 7b), p. 91 (act. 1-3), p. 92-93 (act. Mi libro desplegable de animales), p. 97 (act. 6), p. 98 (act. 7), p. 100 (act. 4), p. 101 (act. 8), p. 102 (act. 1), p. 103 (act. 3), p. 104 (act. 1-3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de super-héroes y superheroínas)

### COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION

#### WL.CM4

Students use language in: highly predictable, daily settings (N); transactional and some informal settings (I); most informal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. Students recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

pp. 10-11, p. 16 (act. 10), pp. 22-23 (act. Un Podcast para la radio de la escuela), pp. 24-25, p. 31 (act. 6), p. 32 (act. 1), pp. 36-37 (act. Un libro sobre el día a día), pp. 38-39, p. 49 (act. 1-3), pp. 52-53, p. 56 (act. 6b), p. 63 (act. 1-3), pp. 66-67, p. 70 (act. 6), p. 73 (act. 5b, 6a-b), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), pp. 80-81, p. 85 (act. 3b), p. 91 (act. 1-3), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95, p. 97 (act. 6), p. 98 (act. 7), p. 100 (act. 4), p. 101 (act. 8), p. 102 (act. 1), p. 103 (act. 3), p. 104 (act. 1-3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de super-heroes y superheroínas)

**COMMUNICATION STANDARDS 5 AND 6: STRUCTURES IN SERVICE OF COMMUNICATION**

WL.CM5, 6

Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multiparagraph texts (S).

p. 12 (act. 3), p. 14 (act. 5, 7), p. 19 (act. 16), p. 20 (act. 19), pp. 22-23 (act. Un Podcast para la radio de la escuela), p. 27 (act. 5), p. 31 (act. 6), p. 32 (act. 1), p. 33 (act. 3, 4), p. 34 (act. 1-3), pp. 36-37 (act. Un libro sobre el día a día), p. 41 (act. 4), p. 46 (act. 1), p. 47 (act. 3), p. 48 (act. 1-3), p. 60 (act. 1), p. 62 (act. 1-4), p. 63 (act. 1-3), p. 70 (act. 6), p. 73 (act. 5b), p. 76 (act. 1-3), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 85 (act. 3a, 3b), p. 86 (act. 5b), p. 81 (act. 1), p. 90 (act. 1, 2, 3), p. 91 (act. 3), pp. 92-93 (act. Mi libro desplegable de animales), p. 97 (act. 6), p. 98 (act. 7), p. 100 (act. 4), p. 101 (act. 8), p. 102 (act. 1), p. 103 (act. 3), p. 104 (act. 1-3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas)

**COMMUNICATION STANDARD 7: LANGUAGE COMPARISONS IN SERVICE OF COMMUNICATION**

WL.CM7

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

p. 12 (act. 3), p. 14 (act. 5, 7), p. 19 (act. 16), p. 20 (act. 19), p. 27 (act. 5), p. 34 (act. 1, 2, 3), p. 41 (act. 4), p. 46 (act. 1), p. 47 (act. 3), p. 48 (act. 1-3), p. 60 (act. 1), p. 62 (act. 1-4), p. 73 (act. 5b), p. 76 (act. 1-3), p. 85 (act. 3a), p. 86 (act. 5b), p. 81 (act. 1), p. 90 (act. 1-3), p. 97 (act. 6), p. 100 (act. 4)

**THE CULTURE STANDARDS**
**CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION**

WL.CL1

Students interact with cultural competence and understanding.

**CULTURES STANDARD 2: CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES**

WL.CL2

To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

pp. 10-11, p. 16 (act. 10), pp. 24-25, pp. 38-39, p. 48 (act. 1-3), pp. 52-53, p. 63 (act. 1, 2, 3), pp. 64-65 (act. Consejos para tener una vida sana), pp. 66-67, pp. 80-81, p. 91 (act. 1, 2), pp. 94-95, p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas)

**CULTURES STANDARD 3: CULTURAL COMPARISONS**

WL.CL3

To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

pp. 10-11, p. 16 (act. 10), pp. 24-25, pp. 38-39, p. 48 (act. 1-3), pp. 52-53, p. 63 (act. 1-3), pp. 64-65 (act. Consejos para tener una vida sana), pp. 66-67, pp. 80-81, p. 91 (act. 1, 2), pp. 94-95, p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas)

**CULTURES STANDARD 4: INTERCULTURAL INFLUENCES**

WL.CL4

To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

p. 16 (act. 10), p. 48 (act. 1-3), p. 63 (act. 1-3), pp. 64-65 (act. Consejos para tener una vida sana), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y super-heroínas)

## THE CONNECTIONS STANDARDS

## CONNECTION STANDARD 1: CONNECTIONS TO OTHER DISCIPLINES

## WL.CN1

To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

pp. 10-11, p. 16 (act. 10), p. 17 (act. 11-13), p. 20 (act. 19), pp. 22-23 (act. Un Podcast para la radio de la escuela), pp. 24-25, p. 34 (act. 1-3), pp. 36-37 (act. Un libro sobre el día a día), pp. 38-39, p. 43 (act. 1-3), p. 44 (act. 4a-b), p. 46 (act. 1, 2), p. 48 (act. 1-3), p. 49 (act. 1-3), pp. 52-53, p. 60 (act. 1), p. 61 (act. 1), p. 63 (act. 1, 2, 3), pp. 64-65 (act. Consejos para tener una vida sana), pp. 66-67, p. 73 (act. 5b), pp. 78-79 (act. Un huerto orgánico con botellas re-cicladas), pp. 80-81, p. 85 (act. 3a), p. 81 (act. 1), p. 90 (act. 1-3), p. 91 (act. 1, 2, 3), pp. 92-93 (act. Mi libro des-plegable de animales), pp. 94-95, p. 97 (act. 6), p. 100 (act. 4), p. 101 (act. 8), p. 102 (act. 1), p. 104 (act. 1-3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y super-heroínas)

## CONNECTION STANDARD 2: DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS

## WL.CN2

To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

pp. 10-11, p. 17 (act. 11-13), pp. 22-23 (act. Un Podcast para la radio de la escuela), pp. 24-25, p. 34 (act. 1, 2, 3), pp. 38-39, p. 49 (act. 1-3), pp. 52-53, pp. 66-67, pp. 78-79 (act. Un huerto orgánico con botellas recicladas), pp. 80-81, p. 91 (act. 1, 2, 3), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95, p. 105 (act. 4)