



# GENERACIÓN AP®

**LEVEL:** INTERMEDIATE HIGH TO ADVANCED LOW

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.

SE: p. 6 (act. 2), p. 7 (act. 3), p. 11 (act. 11), p. 12 (act. 12, 15), p. 13 (act. 18), p. 14 (act. 19), p. 15 (act. 24), p. 17 (act. 30), p. 18 (act. 31), p. 19 (act. 33, 35), p. 27 (act. 59, 60), p. 42 (act. 10), p. 45 (act. 11), p. 46 (act. 16, 17), p. 47 (act. 22), p. 48 (act. 25), p. 50 (act. 26, 27), p. 51 (act. 31), p. 52 (act. 33), p. 63 (act. 60), p. 70 (act. Primer contacto), pp. 74-75 (act. 3, 4), p. 76 (act. 9), p. 78 (act. 10), p. 79 (act. 15), p. 81 (act. 16), p. 82 (act. 17, 18, 19), p. 83 (act. 20), p. 85 (act. 26, 28), p. 93 (act. 54, 55), p. 98 (act. 72), p. 106 (act. 2), p. 107 (act. 3), p. 110 (act. 10), p. 111 (act. 17), p. 113 (act. 18), p. 115 (act. 21), p. 116 (act. 26), p. 117 (act. 28, 29), p. 119 (act. 30, 31, 32), p. 127 (act. 59, 60), p. 130 (act. 66), p. 140 (act. 3), p. 141 (act. 4), p. 142 (act. 10), p. 143 (act. 11), p. 146 (act. 21, 22), p. 148 (act. 23), p. 149 (act. 24), p. 150 (act. 32), p. 151 (act. 33, 34), p. 159 (act. 60, 61), p. 174 (act. 7, 9), p. 176 (act. 10), p. 177 (act. 11), p. 178 (act. 13), p. 180 (act. 20, 21, 22), p. 181 (act. 27), p. 183 (act. 29, 30), p. 191 (act. 56, 58), p. 200 (act. Primer contacto), pp. 204-205 (act. 3, 4, 5, 6), p. 208 (act. 9), p. 209 (act. 11, 12), p. 210 (act. 17), p. 211 (act. 18, 19), p. 212 (act. 22), p. 214 (act. 23), p. 215 (act. 25), p. 223 (act. 52, 53), p. 236 (act. 3), p. 238 (act. 10), p. 241 (act. 11), p. 242 (act. 16, 17), p. 243 (act. 19), p. 244 (act. 23), p. 247 (act. 24), p. 255 (act. 47), p. 260 (act. 64), p. 264 (act. Primer contacto), p. 273 (act. 13), p. 274 (act. 19), p. 277 (act. 22, 23), p. 278 (act. 28), p. 281 (act. 29, 31), p. 304 (act. 9), p. 305 (act. 11), p. 307 (act. 13), p. 311 (act. 21), p. 315 (act. 29, 30), p. 323 (act. 54, 55), p. 328 (act. 70), p. 332 (act. Primer contacto), p. 338 (act. 7), p. 339 (act. 8), p. 340 (act. 9), p. 341 (act. 11, 12), p. 342 (act. 16), p. 345 (act. 17, 18, 20), p. 348 (act. 26), p. 349 (act. 27), p. 358 (act. 53), p. 360 (act. 60), p. 362 (act. 65), p. 374 (act. 9, 11), p. 375 (act. 12), p. 378 (act. 18), p. 379 (act. 19, 21)

**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.

SE: p. 2 (act. Primer contacto), p. 6 (act. 1), p. 7 (act. 3, 6), p. 8 (act. 8, 9, 10), p. 13 (act. 17), p. 14 (act. 19, 20), p. 15 (act. 23, 25), p. 16 (act. 26, 27, 28, 29), p. 18 (act. 32), p. 19 (act. 34), p. 21 (act. 37), p. 22 (act. 40, 41, 42), p. 23 (act. 44, 45), p. 25 (act. 48), p. 27 (act. 56, 60), p. 29 (act. 62, 63, 64), p. 30 (act. 65), p. 31 (act. 70, 72), p. 32 (act. 73, 74), p. 33 (act. 75, 77), p. 34 (act. 79c), p. 36 (act. 82b), p. 37 (act. 82d), p. 40 (act. 1), p. 41 (act. 3, 5), p. 42 (act. 7, 8), p. 45 (act. 13), p. 46 (act. 15, 16, 17, 18), p. 47 (act. 20, 21), p. 48 (act. 23), p. 50 (act. 28), p. 51 (act. 30, 31), p. 55 (act. 37, 38, 40), p. 57 (act. 44), p. 61 (act. 54, 55), p. 62 (act. 58), p. 63 (act. 62), p. 64 (act. 63, 66), p. 65 (act. 67, 68, 69), p. 66 (act. 70), p. 67 (act. 72, 73, 74), pp. 68-69 (act. 75b, 75g, 77), p. 70 (act. Primer contacto), p. 74 (act. 1, 2, 3), p. 75 (act. 4, 5, 6), p. 76 (act. 7, 8, 9), p. 78 (act. 10, 11), p. 79 (act. 13, 14), p. 82 (act. 18, 19), p. 83 (act. 20), p. 84 (act. 23), p. 85 (act. 24, 25, 26, 27, 28), p. 87 (act. 30, 32, 33, 35), p. 88 (act. 37), p. 89 (act. 39, 40), p. 90 (act. 41), p. 91 (act. 44, 45, 46, 47), p. 92 (act. 49, 50, 51), p. 93 (act. 52, 55), p. 94 (act. 56), p. 95 (act. 58, 59, 60, 61, 62), p. 96 (act. 63), p. 97 (act. 67, 68, 69), p. 98 (act. 70, 71), p. 99 (act. 73, 74), p. 100 (act. 76a), p. 101 (act. 78), p. 102 (act. 79a, 79e), p. 106 (act. 1, 2), p. 107 (act. 3, 4, 5), p. 108 (act. 6, 7), p. 110 (act. 11, 12, 13), p. 111 (act. 15, 16, 17), p. 115 (act. 20, 22, 23), p. 116 (act. 25), p. 117 (act. 27, 28, 29), p. 120 (act. 37), p. 121 (act. 38), p. 123 (act. 41, 43), p. 126 (act. 54, 56), p. 127 (act. 57, 58), p. 128 (act. 61), p. 129 (act. 63), p. 130 (act. 65), p. 131 (act. 69, 70), p. 132 (act. 71), p. 133 (act. 73, 74, 75), p. 134 (act. 79a-d), p. 135 (act. 81), p. 136 (act. Primer contacto), p. 140 (act. 1, 2), p. 141 (act. 4), p. 142 (act. 7, 8, 9, 10), p. 145 (act. 12, 14, 16), p. 146 (act. 18, 19, 20, 21, 22), p. 149 (act. 24, 27, 29), p. 150 (act. 30, 31), p. 153 (act. 37, 38, 39), p. 154 (act. 41), p. 155 (act. 43, 45), p. 157 (act. 49, 50, 51, 52), p. 158 (act. 53, 55), p. 159 (act. 56, 57, ), p. 160 (act. 62),

p. 162 (act. 68), p. 163 (act. 73, 75), p. 164 (act. 76, 77), p. 167 (act. 82b, 82f, 84), p. 169 (act. 85b, 85d, 85e), p. 172 (act. 1, 2), p. 173 (act. 3), p. 174 (act. 6, 8), p. 179 (act. 17, 19), p. 180 (act. 22), p. 181 (act. 25, 26, 27, 28), p. 183 (act. 30), p. 185 (act. 35, 36), p. 187 (act. 40, 42), p. 188 (act. 44, 45), p. 189 (act. 47), p. 190 (act. 51, 53), p. 191 (act. 54, 55, 58), p. 192 (act. 59), p. 193 (act. 61, 62, 63, 64), p. 194 (act. 65, 68), p. 195 (act. 69, 70, 71, 72), p. 196 (act. 73, 74, 75), p. 199 (act. 82), p. 200 (act. Primer contacto), p. 204 (act. 1, 2, 3), p. 205 (act. 4, 5), p. 209 (act. 11, 12), p. 210 (act. 16), p. 211 (act. 19), p. 212 (act. 21, 22), p. 215 (act. 25), p. 217 (act. 31), p. 219 (act. 35, 37), p. 220 (act. 39), p. 221 (act. 41), p. 222 (act. 46), p. 223 (act. 50, 51, 53), p. 224 (act. 54), p. 225 (act. 56, 58, 59), p. 226 (act. 60), p. 227 (act. 64, 65, 66, 67), p. 228 (act. 68), p. 229 (act. 71, 75), p. 230 (act. 76a), p. 233 (act. 79c), p. 236 (act. 1, 2, 3), p. 237 (act. 4, 5, 6, 7), p. 238 (act. 8, 9, 10), p. 241 (act. 14), p. 242 (act. 15), p. 243 (act. 18, 20), p. 244 (act. 21, 23), p. 249 (act. 30), p. 250 (act. 31), p. 251 (act. 33), p. 252 (act. 36, 37, 38), p. 255 (act. 45, 46, 49), p. 256 (act. 50), p. 258 (act. 55, 58), p. 259 (act. 60, 62), p. 260 (act. 63, 64), p. 262 (act. 70a), p. 263 (act. 72), p. 264 (act. Primer contacto), p. 268 (act. 1, 2, 3), p. 269 (act. 5), p. 270 (act. 8), p. 274 (act. 17), p. 278 (act. 25, 27), p. 283 (act. 35), p. 284 (act. 36), p. 285 (act. 40), p. 287 (act. 45, 46), p. 289 (act. 49, 51), p. 291 (act. 57), p. 292 (act. 59), p. 293 (act. 63), p. 294 (act. 65), p. 297 (act. 72), p. 298 (act. 73a), p. 302 (act. 1, 2), p. 303 (act. 3), p. 307 (act. 14, 15), p. 308 (act. 17, 18, 19), p. 312 (act. 24), p. 315 (act. 32), p. 321 (act. 45), p. 323 (act. 52, 53, 56), p. 324 (act. 57), p. 326 (act. 62, 65), p. 327 (act. 66), p. 328 (act. 68), p. 329 (act. 71), p. 330 (act. 74a, 74b), p. 332 (act. Primer contacto), p. 336 (act. 1), p. 337 (act. 2, 3, 4), p. 338 (act. 6), p. 340 (act. 10), p. 342 (act. 14, 16), p. 346 (act. 23), p. 353 (act. 36, 37), p. 355 (act. 42), p. 357 (act. 48, 51), p. 358 (act. 52), p. 360 (act. 58, 59), p. 361 (act. 62), p. 362 (act. 64), p. 364 (act. 71a), p. 365 (act. 72, 73), p. 366 (act. 74c), p. 370 (act. 1), p. 371 (act. 3, 4, 5), p. 372 (act. 6, 7), p. 376 (act. 15, 16), p. 379 (act. 20, 22), p. 380 (act. 25, 26, 27), p. 383 (act. 31, 32, 33), p. 384 (act. 35, 36), p. 385 (act. 37, 38), p. 386 (act. 39), p. 387 (act. 40, 41, 42), p. 390 (act. 50), p. 391 (act. 53), p. 392 (act. 56), p. 393 (act. 58, 59), p. 394 (act. 62, 63), p. 395 (act. 65, 66), p. 396 (act. 67, 68), p. 398 (act. 73a), p. 399 (act. 74)

## 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.

SE: p. 7 (act.7), p. 12 (act. 13, 16), p. 18 (act. 32), p. 19 (act. 36), p. 21 (act. 39), p. 25 (act. 50), p. 26 (act. 53, 55), p. 27 (act. 59), p. 33 (act. 78), p. 37 (act. 82e), p. 41 (act. 6), p. 45 (act. 12, 14), p. 46 (act. 19), p. 48 (act. 24), p. 50 (act. 29), p. 55 (act. 36), p. 56 (act. 41), p. 59 (act. 49), p. 63 (act. 60, 61), p. 67 (act. 74), p. 68 (act. 75 – Nuestro proyecto), p. 78 (act. 12), p. 83 (act. 22), p. 85 (act. 29), p. 87 (act.34), p. 89 (act. 38), p. 91 (act. 48), p. 96 (act. 66), p. 99 (act. 75), p. 100 (act. 76 – Nuestro proyecto), p. 101 (act. 77), p. 102 (act. 79 – A mitad de camino), p. 110 (act. 13), p. 111 (act. 14), p. 115 (act. 24), p. 119 (act. 33), p. 120 (act. 35), p. 121 (act. 38, 40), p. 123 (act. 44), p. 129 (act. 64), p. 133 (act. 76, 78), p. 134 (act. 79 – Nuestro proyecto), p. 135 (act. 80), p. 141 (act. 5, 6), p. 142 (act. 8, 9), p. 145 (act. 17), p. 146 (act. 18, 19), p. 149 (act. 26, 28), p. 151 (act. 35), p. 153 (act. 37, 40), p. 154 (act. 41, 42), p. 155 (act. 46), p. 161 (act. 65, 67), p. 162 (act. 69), p. 163 (act. 73), p. 165 (act. 80), p. 165 (act. 81), p. 166 (act. 82 – Nuestro proyecto), p. 167 (act. 83), p. 168 (act. 85 – A mitad de camino), p. 173 (act. 4, 5), p. 174 (act. 7, 8), p. 178 (act. 16), p. 179 (act. 18), p. 180 (act. 23, 24), p. 181 (act. 25), p. 183 (act. 31, 32, 33), p. 185 (act. 37), p. 186 (act. 38, 39), p. 187 (act. 40), p. 189 (act. 48), p. 197 (act. 79), p. 198 (act. 80 – Nuestro proyecto), p. 205 (act. 6), p. 209 (act. 13, 14), p. 211 (act. 20), p. 215 (act. 27, 28), p. 217 (act. 30), p. 218 (act. 34), p. 229 (act. 70, 73), p. 230 (act. 76 – Nuestro proyecto), p. 231 (act. 77), p. 237 (act. 6), p. 241 (act. 13, 14), p. 247 (act. 26, 27), p. 248 (act. 28), p. 249 (act. 29), p. 250 (act. 32, p. 251 (act. 35), p. 254 (act. 44), p. 257 (act. 54), p. 261 (act. 68), p. 262 (act. 70 – Nuestro proyecto), p. 264 (act. Primer contacto), p. 269 (act. 7), p. 270 (act. 9), p. 273 (act. 15, 16), p. 274 (act. 20), p. 277 (act. 24), p. 278 (act. 26), p. 281 (act. 32), p. 282 (act. 34), p. 284 (act. 36), p. 285 (act. 39, 41), p. 288 (act. 48), p. 295 (act. 68, 69), p. 296 (act. 70 – Nuestro proyecto), p. 297 (act. 71), p. 298 (act. 73 – A mitad de camino), p. 303 (act. 6), p. 305 (act. 11), p. 307 (act. 15, 16), p. 311 (act. 23), p. 315 (act. 31), p. 316 (act. 34), p. 317 (act. 36, 37), p. 318 (act. 38, 39), p. 319 (act. 40, 41), p. 321 (act. 48), p. 322 (act. 51), p. 325 (act. 59, 60, 61), p. 329 (act. 72), p. 330 (act. 74 – Nuestro proyecto), p. 337 (act. 5), p. 338 (act. 7), p. 341 (act. 13), p. 345 (act. 19, 21, 22), p. 349 (act. 29), p. 351 (act. 32), p. 352 (act. 35), p. 353 (act. 38), p. 355 (act. 44), p. 358 (act. 53), p. 359 (act. 55, 57), p. 363 (act. 67, 68, 69, 70), p. 364 (act. 71 – Nuestro proyecto), p. 366 (act. 74 – A mitad de camino), p. 375 (act. 13, 14), p. 379 (act. 23, 24), p. 380 (act. 26), p. 383 (act. 34), p. 387 (act. 43), p. 391 (act. 55), p. 397 (act. 72), p. 398 (act. Nuestro proyecto)

COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION

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| <p>WL.CM4</p> <p>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> | <p>SE: p. 7 (act. 6), p. 16 (act. 27), p. 18 (act. 32), p. 22 (act. 41, 42), p. 25 (act. 48), p. 29 (act. 63, 64), p. 31 (act. 70, 72), p. 33 (act. 76), p. 34 (act. 79 – Nuestro proyecto), p. 37 (act. 82e), p. 45 (act. 14), p. 46 (act. 18), p. 48 (act. 23, 24), p. 51 (act. 31), p. 53 (act. 35), p. 56 (act. 41), p. 57 (act. 44), p. 60 (act. 53), p. 63 (act. 62), p. 65 (act. 67, 69), p. 69 (act. Mi aprendizaje), p. 83 (act. 21), p. 89 (act. 40), p. 95 (act. 62), p. 97 (act. 67, 68, 69), p. 100 (act. 76 – Nuestro proyecto), p. 101 (act. Mi aprendizaje), p. 102 (act. 79 – A mitad de camino), p. 115 (act. 23), p. 129 (act. 63), p. 131 (act. 69, 70), p. 133 (act. 78), p. 135 (act. Mi aprendizaje), p. 145 (act. 16), p. 161 (act. 66), p. 163 (act. 75), p. 167 (act. Mi aprendizaje), p. 193 (act. 62, 63, 64), p. 195 (act. 70, 71, 72), p. 199 (act. Mi aprendizaje), p. 225 (act. 57, 58, 59), p. 227 (act. 66, 67), p. 229 (act. 75), p. 230 (act. 76 – Nuestro proyecto), p. 231 (act. Mi aprendizaje), p. 232 (act. 79 – A mitad de camino), p. 241 (act. 14), p. 259 (act. 60, 61, 62), p. 261 (act. 69), p. 263 (act. Mi aprendizaje), p. 289 (act. 51, 52), p. 291 (act. 56, 57, 58), p. 297 (act. Mi aprendizaje), p. 315 (act. 32), p. 326 (act. 65), p. 327 (act. 66, 67), p. 331 (act. Mi aprendizaje), p. 355 (act. 44), p. 357 (act. 51), p. 361 (act. 62, 63), p. 363 (act. 70), p. 364 (act. 71 – Nuestro proyecto), p. 365 (act. Mi aprendizaje), p. 393 (act. 59, 60, 61), p. 395 (act. 66), p. 399 (act. Mi aprendizaje)</p> |
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**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).

SE: p. 21 (act. 37, 38, 39), p. 22 (act. 40, 41), p. 23 (act. 43, 44, 45), p. 25 (act. 49, 50), p. 26 (act. 53, 55), p. 30 (act. 68), p. 51 (act. 32), p. 55 (act. 36, 39), p. 56 (act. 41, 42), p. 58 (act. 45), p. 59 (act. 47, 48), p. 60 (act. 52, 53), p. 64 (act. 65, 66), p. 82 (act. 18), p. 87 (act. 30, 31, 32, 34), p. 88 (act. 36, 37), p. 89 (act. 38, 39, 40), p. 90 (act. 42, 43), p. 91 (act. 44, 45, 46, 47, 48), p. 92 (act. 49, 50, 51), p. 94 (act. 56), p. 99 (act. 74), p. 106 (act. 1), p. 107 (act. 3), p. 108 (act. 8), p. 111 (act. 16), p. 114 (act. 19), p. 115 (act. 21), p. 119 (act. 32), p. 120 (act. 35, 36, 37), p. 121 (act. 38, 39), p. 123 (act. 41, 43), p. 124 (act. 45), p. 126 (act. 56), p. 140 (act. 2), p. 153 (act. 36, 37, 38), p. 154 (act. 41), p. 155 (act. 43, 44), p. 157 (act. 49, 50, 51), p. 158 (act. 55), p. 160 (act. 63), p. 163 (act. 74), p. 174 (act. 8, 9), p. 178 (act. 12), p. 181 (act. 25), p. 183 (act. 31, 33), p. 185 (act. 34, 35, 36, 37), p. 186 (act. 38), p. 187 (act. 40, 42), p. 189 (act. 48), p. 193 (act. 62), p. 197 (act. 78, 79), p. 209 (act. 10), p. 211 (act. 20), p. 215 (act. 24, 26), p. 218 (act. 33, 34), p. 229 (act. 72, 73, 74), p. 237 (act. 6), p. 241 (act. 12, 13, 14), p. 250 (act. 32), p. 255 (act. 45, 46, 47, 48, 49), p. 257 (act. 52, 53, 54), p. 270 (act. 9), p. 274 (act. 18), p. 282 (act. 33, 34), p. 284 (act. 36, 37, 38), p. 285 (act. 39), p. 288 (act. 48), p. 289 (act. 51, 52), p. 295 (act. 69), p. 296 (act. 70d), p. 304 (act. 7, 9), p. 308 (act. 18), p. 316 (act. 33, 35), p. 317 (act. 36, 37), p. 318 (act. 38, 39), p. 319 (act. 40), p. 320 (act. 44), p. 321 (act. 48), p. 325 (act. 59, 60, 61), p. 329 (act. 72), p. 342 (act. 15), p. 346 (act. 24), p. 349 (act. 28, 29), p. 353 (act. 38), p. 356 (act. 45), p. 363 (act. 67, 68, 69), p. 379 (act. 23), p. 384 (act. 35, 36), p. 385 (act. 38), p. 387 (act. 40, 41), p. 389 (act. 48, 49), p. 393 (act. 59, 60)

**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.

SE: p. 25 (act. 49), p. 58 (act. 46), p. 190 (act. 50), p. 387 (act. 41), p. 191 (act. 57), p. 209 (act. 10), p. 287 (act. 44), p. 288 (act. 47), p. 387 (act. 41)

TE: p. 6 (act. Enrichment), p. 23 (act. Kinesthetic learners), p. 25 (act. Warm up), p. 53 (act. Language in context), p. 83 (act. Expansion), p. 140 (act. Making connections, ELA), p. 154 (act. Vocabulary presentation), p. 156 (act. Puzzle sentences), p. 191 (act. Cultural Note), p. 217 (act. Vocabulary presentation), pp. 275-276 (act. Focus on structures), p. 352 (act. Heritage learners), p. 381 (act. Accommodation)

THE CULTURE STANDARDS

CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION

WL.CL1

Students interact with cultural competence and understanding.

SE: p. 18 (act. 32), p. 29 (act. 64), p. 31 (act. 72), p. 34 (act. 79 – Nuestro proyecto), p. 45 (act. 14), p. 48 (act. 24), p. 64 (act. 65), p. 65 (act. 67, 69), p. 95 (act. 61), p. 97 (act. 69), p. 115 (act. 23), p. 131 (act. 69, 70), p. 149 (act. 29), p. 163 (act. 75), p. 193 (act. 63), p. 195 (act. 70, 72), p. 225 (act. 58), p. 227 (act. 66), p. 230 (act. 76), p. 241 (act. 13), p. 259 (act. 60), p. 289 (act. 51), p. 291 (act. 57), p. 293 (act. 63), p. 315 (act. 32), p. 327 (act. 66), p. 361 (act. 62), p. 393 (act. 59), p. 395 (act. 66)

WB: p. 28 (act. 13), p. 29 (act. 14), p. 64 (act. 12), p. 65 (act. 13), p. 66 (act. 14), p. 102 (act. 13), p. 103 (act. 14), p. 140 (act. 13), p. 141 (act. 14), p. 176 (act. 11), p. 177 (act. 12), p. 178 (act. 13), p. 214 (act. 12), p. 215 (act. 13)

TE: p. 44 (act. Community), p. 69 (act. School community), p. 88 (act. School community), p. 113 (act. Real-world connections), p. 142 (act. School community), p. 169 (act. Extension), p. 182 (act. Community), p. 252 (act. Boost your teaching), p. 315 (act. Boost your teaching), p. 382 (act. Boost your teaching)

**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.

SE: p. 2 (act. Primer contacto), p. 15 (act. 21, 22, 23, 24, 25), p. 19 (act. 33, 35), p. 22 (act. 40, 42), p. 30 (act. 67), p. 31 (act. 71), p. 32 (act. 74), p. 33 (act. 75, 76, 77, 78), p. 34 (act. 79d), p. 35 (act. 80, 81), p. 42 (act. 8, 9, 10), p. 45 (act. 11, 12), p. 46 (act. 16, 17), p. 47 (act. 21), p. 48 (act. 25), p. 51 (act. 31), p. 55 (act. 36, 40), p. 58 (act. 45), p. 60 (act. 50), p. 65 (act. 68), p. 66 (act. 71), p. 67 (act. 72), p. 68 (act. 75a, 75g), p. 70 (act. Primer contacto), p. 76 (act. 9), p. 78 (act. 10), p. 79 (act. 15), p. 108 (act. 6, 7, 8, 9), p. 110 (act. 10, 11, 12), p. 115 (act. 20), p. 117 (act. 28), p. 119 (act. 34), p. 120 (act. 37), p. 123 (act. 42), p. 132 (act. 72), p. 133 (act. 73), p. 136 (act. Primer contacto), p. 146 (act. 20, 21), p. 149 (act. 27, 28), p. 164 (act. 77), p. 165 (act. 78, 79, 80), p. 166 (act. 82a), p. 172 (act. 1), p. 173 (act. 4), p. 178 (act. 15), p. 179 (act. 18), p. 180 (act. 20, 21), p. 181 (act. 27), p. 186 (act. 39), p. 195 (act. 69), p. 195 (act. 70, 71, 72), p. 196 (act. 75), p. 197 (act. 76, 77, 78, 79), p. 198 (act. 80b-c), p. 200 (act. Primer contacto), p. 204 (act. 3), p. 209 (act. 14), p. 210 (act. 17), p. 211 (act. 19), p. 212 (act. 22), p. 215 (act. 25), p. 226 (act. 61, 62), p. 228 (act. 69), p. 229 (act. 70, 74), p. p. 258 (act. 56), p. 260 (act. 64), p. 261 (act. 67, 68), p. 264 (act. Primer contacto), p. 278 (act. 26, 27), p. 281 (act. 31), p. 295 (act. 67), p. 302 (act. 2), p. 305 (act. 11), p. 308 (act. 20), p. 311 (act. 22), p. 312 (act. 27), p. 321 (act. 46), p. 322 (act. 51), p. 328 (act. 69, 70), p. 342 (act. 16), p. 345 (act. 20), p. 349 (act. 27), p. 358 (act. 53), p. 360 (act. 60), p. 363 (act. 67), p. 372 (act. 6, 7), p. 374 (act. 10), p. 375 (act. 13, 14), p. 383 (act. 33), p. 384 (act. 35, 36), p. 388 (act. 44), p. 396 (act. 67, 69), p. 397 (act. 70, 71, 72), p. 398 (act. 73a)

**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.

SE: p. 13 (act. 18), p. 14 (act. 20), p. 15 (act. 25), p. 22 (act. 42), p. 31 (act. 71), p. 32 (act. 74), p. 35 (act. 79d, 80), p. 45 (act. 14), p. 51 (act. 31), p. 65 (act. 68), p. 67 (act. 73, 74), p. 76 (act. 8), p. 78 (act. 11, 12p. 87 (act. 35), p. 96 (act. 66), p. 99 (act. 73), p. 117 (act. 27), p. 133 (act. 75, 77), p. 151 (act. 35), p. 162 (act. 72), p. 165 (act. 79, 80), p. 183 (act. 33), p. 189 (act. 48), p. 194 (act. 68), p. 205 (act. 6), p. 227 (act. 64), p. 229 (act. 72), p. 247 (act. 26), p. 261 (act. 66, 67), p. 281 (act. 32), p. 295 (act. 69), p. 341 (act. 11, 13), p. 349 (act. 29), p. 360 (act. 60), p. 362 (act. 66), p. 363 (act. 67), p. 375 (act. 14), p. 380 (act. 28), p. 391 (act. 55), p. 397 (act. 71)

WB: p. 32 (act. 17), p. 33 (act. 18), p. 68 (act. 16), p. 69 (act. 17), p. 106 (act. 17), p. 107 (act. 18), p. 144 (act. 17), p. 145 (act. 18), p. 180 (act. 15), p. 181 (act. 16), p. 218 (act. 16) p. 219 (act. 17), p. 251 (act. 4)

TE: p. 304 (act. Heritage learners), p. 353 (act. Heritage learners), p. 355 (act. Warm up)

## 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.

SE: p. 8 (act. 10), p. 12 (act. 13, 14, 16), p. 32 (act. 73), p. 35 (act. 79c), p. 40 (act. 2), p. 42 (act. 10), p. 47 (act. 21), p. 63 (act. 60), p. 68 (act. Nuestro proyecto), p. 110 (act. 12), p. 129 (act. 63), p. 130 (act. 67), p. 164 (act. 77), p. 165 (act. 80), p. 195 (act. 69), p. 196 (act. 73, 74), p. 281 (act. 31), p. 358 (act. 53)

## 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.

SE: p. 2 (act. Primer contacto), p. 14 (act. 19, 20), p. 15 (act. 23, 24), p. 22 (act. 42), p. 30 (act. 65, 66), p. 37 (act. 82d, 82e), p. 50 (act. 28), p. 68 (act. 75 – Nuestro proyecto), p. 79 (act. 13, 14), p. 84 (act. 23), p. 86 (act. 26, 27, 28), p. 87 (act. 35), p. 89 (act. 38), p. 92 (act. 49), p. 98 (act. 70, 71, 72), p. 99 (act. 73, 75), p. 100 (act. 76 – Nuestro proyecto), p. 107 (act. 3), p. 108 (act. 6, 7, 8, 9), p. 123 (act. 41), p. 128 (act. 61), p. 132 (act. 71), p. 134 (act. 79 – Nuestro proyecto), p. 136 (act. Primer contacto), p. 140 (act. 1), p. 146 (act. 19), p. 154 (act. 41), p. 160 (act. 62), p. 164 (act. 76), p. 174 (act. 6, 7), p. 178 (act. 14), p. 181 (act. 26, 28), p. 192 (act. 59), p. 194 (act. 68), p. 195 (act. 69), p. 196 (act. 74), p. 200 (act. Primer contacto), p. 206 (act. 8), p. 209 (act. 11, 12), p. 217 (act. 32), p. 223 (act. 50), p. 224 (act. 54), p. 228 (act. 68), p. 229 (act. 71), p. 236 (act. 2), p. 238 (act. 10), p. 242 (act. 15), p. 250 (act. 31), p. 251 (act. 33, 34, 35), p. 256 (act. 50), p. 260 (act. 63), p. 263 (act. 71), p. 264 (act. Primer contacto), p. 274 (act. 17, 18), p. 278 (act. 25, 26), p. 284 (act. 36, 37, 38), p. 294 (act. 65), p. 298 (act. 73a), p. 302 (act. 1), p. 307 (act. 13), p. 308 (act. 18), p. 318 (act. 38, 39), p. 319 (act. 40), p. 324 (act. 57), p. 329 (act. 72), p. 330 (act. 74c), p. 338 (act. 7), p. 346 (act. 25), p. 358 (act. 52), p. 364 (act. 71b), p. 399 (act. 75)

TE: p. 18 (act. Making connections, Art), p. 30 (act. Making connections, Science), p. 80 (act. Personal connection), p. 140 (act. Making connections, ELA), p. 159 (act. Critical Thinking), p. 164 (act. Making connections, Social Studies), p. 172 (act. Critical thinking), p. 196 (act. Connections: Art), p. 254 (act. Creativity and Analytical Thinking), p. 350 (act. Personal connections)

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.

SE: p. 6 (act. 2), p. 11 (act. 11), p. 12 (act. 15), p. 14 (act. 19), p. 22 (act. 42), p. 36 (act. 82a), p. 40 (act. 2), p. 41 (act. 4), p. 47 (act. 21, 22), p. 48 (act. 23), p. 53 (act. 34), p. 56 (act. 41), p. 65 (act. 68), p. 67 (act. 72), p. 75 (act. 6), p. 78 (act. 11), p. 85 (act. 29), p. 96 (act. 64), p. 110 (act. 12), p. 115 (act. 22), p. 141 (act. 5), p. 146 (act. 19), p. 165 (act. 78), p. 166 (act. 82a), p. 167 (act. 82c), p. 172 (act. 1), p. 173 (act. 4), p. 178 (act. 15), p. 179 (act. 18), p. 180 (act. 23), p. 183 (act. 32), p. 186 (act. 39), p. 197 (act. 77), p. 198 (act. 80a), p. 209 (act. 14), p. 211 (act. 20), p. 215 (act. 28), p. 218 (act. 34), p. 219 (act. 36), p. 229 (act. 70), p. 244 (act. 21), p. 247 (act. 26), p. 261 (act. 65, 67), p. 274 (act. 20), p. 285 (act. 41), p. 292 (act. 62), p. 295 (act. 68), p. 296 (act. 70b), p. 298 (act. 73c), p. 315 (act. 31), p. 328 (act. 69), p. 358 (act. 53), p. 364 (act. 71c)

TE: p. 64 (act. Expansion), p. 199 (act. Research topics)