

[Publisher Name, Subject, Generación AP, 9-12]

CORRELATIONS WITH OKLAHOMA ACADEMIC STANDARDS

State Subject Codes are available at <https://sde.ok.gov/accreditation-standards-division>
(in the "Documents" section, select "Subject Codes")

Oklahoma Academic Standards are available at <https://sde.ok.gov/oklahoma-academic-standards>

Subject and Oklahoma State Subject Code: 3168 IB Spanish

Title of Textbook / Instructional Material Program: Generación AP

Grade(s): 9-12

Oklahoma Academic Standard(s) Correlation

(Include each applicable Oklahoma Academic Standard, creating additional rows in the table as needed.)

Page Number(s) identifying the correlation location	Standard/Objective and Correlating Content
	Goal 1: Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	1. Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	1) Listening
SE: p. 2 (act. Primer contacto), p. 15 (act. 21, 24), p. 24 (act. 46), p. 27 (act. 57), p. 33 (act. 76), p. 46 (act. 16), p. 61 (act. 55, 56), p. 85 (act. 26, 28), p. 93 (act. 53), p. 96 (act. 64), p. 110 (act. 11), p. 127 (act. 58), p. 145 (act. 15), p. 149 (act. 27), p. 150 (act. 32), p. 159 (act. 57, 60), p. 180 (act. 20), p. 191 (act. 55)	Intermediate High a) I can usually follow and summarize the main message and flow of events expressed in spontaneous conversations, discussions, and presentations on a variety of topics related to everyday life and personal interests and studies in paragraph-length text when heard, signed, or viewed.
WB: pp. 13-15 (act. 6 FUENTE 2), p. 16 (act. 6), pp. 17-18 (act. 7), pp. 24-25 (act. 11), pp. 49-52 (act. 5), pp. 53-54 (act. 6), p. 55 (act. 7), p. 56 (act. 8), pp. 57-58 (act. 9), pp. 85-87 (act. 5), p. 94 (act. 8), p. 99 (act. 11), pp. 100-101 (act. 12)	
TE: p. 50 (act. Expansion), p. 56 (act. Culture boost), p. 137 (act.	

<p>Extension), p. 150 (act. Extension), p. 179 (act. Accommodation)</p>	
<p>SE: p. 19 (act. 35), p. 64 (act. 64), p. 96 (act. 64), p. 130 (act. 67), p. 178 (act. 13), p. 180 (act. 21, 22), p. 194 (act. 66)</p> <p>TE: p. 40 (act. Community), p. 137 (act. Extension), p. 159 (act. Expansion and Critical Thinking)</p> <p>WB: p. 23 (act. 10), pp. 92-93 (act. 7, FUENTE 2), p. 99 (act. 11)</p>	<p>Intermediate High</p> <p>b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.</p>
<p>SE: p. 12 (act. 15), p. 15 (act. 24), p. 30 (act. 67, 68), p. 46 (act. 17), p. 47 (act. 22), p. 96 (act. 65), p. 111 (act. 17), pp. 113-114 (act. 18), p. 130 (act. 67), p. 131 (act. 68), p. 151 (act. 33, 34), p. 162 (act. 70, 71), p. 180 (act. 22)</p> <p>WB: pp. 14-15 (act. 5 FUENTE 2), p. 16 (act. 6), pp. 17-18 (act. 7), pp. 21-22 (act. 9), pp. 24-25 (act. 11), pp. 26-27 (act. 12), pp. 49-52 (act. 5), pp. 53-54 (act. 6), p. 55 (act. 7), p. 56 (act. 8), pp. 57-58 (act. 9), pp. 85-87 (act. 5), pp. 88-91 (act. 6), p. 94 (act. 8), p. 95 (act. 9), p. 99 (act. 11), pp. 100-101 (act. 12)</p>	<p>Intermediate High</p> <p>c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.</p>
<p>SE: p. 209 (act. 12), p. 211 (act. 18, 19), p. 215 (act. 25), p. 223 (act. 51, 52), p. 226 (act. 61-63), p. 229 (act. 74), pp. 242-243 (act. 17), p. 243 (act. 18), p. 255 (act. 46), p. 258 (act. 56, 57), p. 274 (act. 19), p. 281 (act. 31), p. 289 (act. 50), p. 292 (act. 60, 61), p. 311 (act. 22), p. 315 (act. 30), p. 320 (act. 42), p. 323 (act. 53), p. 326 (act. 63, 64), p. 345 (act. 20), p. 349 (act. 27), p. 357 (act. 49), p. 361 (act. 61), p. 375 (act. 12), p. 379 (act. 21), p. 391 (act. 54), p. 394 (act. 64)</p> <p>WB: pp. 122-124 (act. 5 FUENTE 2), pp. 125-127 (act. 6 FUENTE 2), p.</p>	<p>Advanced Low</p> <p>a) I can identify, follow, and summarize the main message and some supporting details across major time frames in spontaneous conversations, discussions, and presentations in a variety of genres on familiar topics even when something unexpected is expressed when heard, signed, or viewed.</p>

<p>128 (act. 1), p. 129 (act. 2), pp. 130-131 (act. 9), pp. 136-138 (act. 11), p. 139 (act. 12), pp. 162-165 (act. 5), pp. 166-167 (act. 6), p. 168 (act. 7), p. 169 (act. 8), pp. 175-176 (act. 10), pp. 197-199 (act. 5), pp. 200-201 (act. 6), p. 202 (act. 7), pp. 207-210 (act. 9), p. 211 (act. 10), pp. 212-213 (act. 11)</p>	
	<p>2) Reading</p>
<p>SE: p. 11 (act. 11), p. 12 (act. 12), p. 17 (act. 30), p. 18 (act. 31), p. 27 (act. 58-60), p. 32 (act. 74), p. 40 (act. 2), p. 42 (act. 10), p. 45 (act. 11), p. 50 (act. 27), pp. 52-53 (act. 33), p. 60 (act. 50), pp. 66-67 (act. 71), pp. 76-77 (act. 9), p. 81 (act. 16), p. 82 (act. 17), p. 93 (act. 55), p. 94 (act. 57), p. 98 (act. 72), p. 110 (act. 10), p. 119 (act. 30, 31), p. 127 (act. 59), p. 189 (act. 46), p. 192 (act. 60)</p> <p>WB: pp. 5-8 (act. 2), pp. 13-14 (act. 6), pp. 40-44 (act. 2), pp. 45-46 (act. 3), pp. 47-48 (act. 4), pp. 49-52 (act. 5), pp. 77-80 (act. 2), pp. 81-82 (act. 3), pp. 85-87 (act. 5), pp. 96-98 (act. 10)</p> <p>TE: p. 64 (act. Expansion), p. 146 (act. Jigsaw reading strategy), p. 176 (act. Check for understanding)</p>	<p>Intermediate High</p> <p>a) I can usually follow and summarize the main message and actions related to everyday life, personal interests, and studies expressed in various time frames in paragraph-length text.</p>
<p>SE: p. 6 (act. 2), p. 26 (act. 51), p. 28 (act. 61), p. 48 (act. 25), p. 50 (act. 26), p. 58 (act. 45), p. 90 (act. 41), pp. 113-114 (act. 18), p. 125 (act. 49), p. 127 (act. 60), p. 132 (act. 72), p. 133 (act. 74), p. 148 (act. 23), p. 149 (act. 24), p. 176 (act. 10), p. 177 (act. 11), p. 181 (act. 27), p. 183 (act. 29, 30), p. 192 (act. 60), p. 196 (act. 75)</p> <p>WB: pp. 2-4 (act. 1), pp. 9-10 (act. 3), pp. 38-39 (act. 1), pp. 74-76 (act. 3)</p>	<p>Intermediate High</p> <p>b) I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>

<p>1), pp. 88-91 (act. 6), pp. 112-113 (act. 1)</p> <p>TE: p. 112 (act. Reading/Writing learners), p. 141 (act. Challenge)</p>	
<p>SE: p. 204 (act. 3), p. 205 (act. 4, 5), p. 208 (act. 9), p. 209 (act. 11), p. 212 (act. 22), p. 214 (act. 23), p. 224 (act. 55), p. 236 (act. 3), p. 241 (act. 11), p. 247 (act. 24), p. 253 (act. 39), p. 255 (act. 47), p. 260 (act. 64), p. 271 (act. 12), p. 273 (act. 13), p. 277 (act. 22, 23), p. 278 (act. 28), p. 281 (act. 29, 30), p. 287 (act. 46), p. 290 (act. 54), p. 291 (act. 55), p. 294 (act. 66), p. 295 (act. 67), p. 298 (act. 73d), p. 306 (act. 12), p. 307 (act. 13), p. 311 (act. 21), p. 312 (act. 27), p. 314 (act. 28), p. 315 (act. 29), p. 320 (act. 42), p. 321 (act. 46), p. 323 (act. 54, 55), p. 328 (act. 70), p. 339 (act. 8), p. 340 (act. 9), p. 341 (act. 11, 12), p. 345 (act. 17, 18), p. 348 (act. 26), p. 370 (act. 2), p. 374 (act. 9, 10), p. 378 (act. 18), p. 379 (act. 19), p. 382 (act. 29), p. 388 (act. 46), p. 389 (act. 47), p. 392 (act. 57), p. 396 (act. 69), p. 397 (act. 70)</p> <p>WB: pp. 114-117 (act. 2), pp. 118-119 (act. 3), pp. 120-121 (act. 4), pp. 122-124 (act. 5), pp. 125-127 (act. 6), pp. 132-135 (act. 10), pp. 136-138 (act. 11), pp. 153-157 (act. 2), pp. 158-159 (act. 3), pp. 160-161 (act. 4), pp. 162-165 (act. 5), pp. 166-167 (act. 6), pp. 189-192 (act. 2), pp. 193-194 (act. 3), pp. 195-196 (act. 4), pp. 197-199 (act. 5), pp. 200-201 (act. 6), pp. 203-206 (act. 8), pp. 207-210 (act. 9)</p> <p>TE: p. 277 (act. Boost your teaching), p. 312 (act. Jigsaw reading), p. 392 (act. Extension)</p>	<p>Advanced Low</p> <p>a) I can identify, follow, and summarize the main topic, underlying message and some supporting details across major time frames in various genres on a variety of topics of personal and general interest in texts.</p>
	<p>2. Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or</p>

	written conversations to share information, reactions, feelings, and opinions.
	1) Communication
<p>SE: p. 13 (act. 17), p. 14 (act. 20), p. 15 (act. 23, 25), p. 16 (act. 26-28), p. 19 (act. 33), p. 30 (act. 65, 66), p. 36 (act. 82b), p. 40 (act. 1), p. 41 (act. 3), p. 42 (act. 7), p. 46 (act. 15), p. 47 (act. 20), p. 50 (act. 28), p. 51 (act. 30, 31), p. 53 (act. 35), p. 55 (act. 37, 38, 40), p. 61 (act. 54), p. 62 (act. 58), p. 64 (act. 63), p. 66 (act. 70), p. 69 (act. 77), p. 74 (act. 1, 2), p. 76 (act. 8), p. 79 (act. 13, 14), p. 84 (act. 23), p. 85 (act. 24, 25, 27, 28), p. 87 (act. 33, 35), p. 88 (act. 37), p. 92 (act. 51), p. 93 (act. 52), p. 102 (act. 79a, 79b), p. 103 (act. 79e), p. 106 (act. 2), p. 107 (act. 5), p. 116 (act. 25), p. 117 (act. 27), p. 127 (act. 57), p. 128 (act. 61), p. 130 (act. 65), p. 132 (act. 71), p. 133 (act. 73), p. 134 (act. 79a-79d), p. 140 (act. 1-3), p. 142 (act. 7), p. 145 (act. 14), p. 146 (act. 18), p. 160 (act. 62), p. 164 (act. 76, 77), p. 167 (act. 82b, 82f), p. 169 (act. 85b, 85e), p. 172 (act. 1, 2), p. 173 (act. 3), p. 174 (act. 6), p. 179 (act. 17, 19), p. 181 (act. 26, 28), p. 191 (act. 54), p. 192 (act. 59), p. 196 (act. 73, 74)</p>	<p>Intermediate High</p> <p>a) I can participate with spontaneity and fluency in conversations on familiar topics.</p>
<p>SE: p. 18 (act. 32), p. 19 (act. 34), p. 35 (act. 79c), p. 57 (act. 44), p. 75 (act. 5), p. 96 (act. 63), p. 111 (act. 15), p. 120 (act. 37), p. 130 (act. 65), p. 150 (act. 30, 31), p. 160 (act. 62), p. 162 (act. 68, 72), p. 187 (act. 42), p. 188 (act. 45), p. 190 (act. 53), p. 194 (act. 65)</p> <p>TE: p. 35 (act. Differentiation), p. 62 (act. Connections), p. 182 (act. Community), p. 192 (act. Conversation circles)</p>	<p>Intermediate High</p> <p>b) I can usually talk or sign about events and experiences in various time frames.</p>

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<p>SE: p. 6 (act. 1), p. 7 (act. 6), p. 8 (act. 9), p. 16 (act. 28), p. 22 (act. 41), p. 25 (act. 48), p. 27 (act. 60), p. 32 (act. 73), p. 35 (act. 81), p. 46 (act. 18), p. 48 (act. 23, 25), p. 55 (act. 38), p. 68 (act. 75a), p. 85 (act. 28), p. 89 (act. 40), p. 101 (act. 78), p. 106 (act. 1), p. 133 (act. 75), p. 148 (act. 18), p. 154 (act. 41), p. 155 (act. 45), p. 157 (act. 50, 51), p. 158 (act. 53),</p> <p>TE: p. 30 (act. Making connections), p. 67 (act. Culture boost), p. 117 (act. Extension), p. 126 (act. Expansion), p. 155 (act. Interpersonal learners), p. 196 (act. Connections)</p>	<p>Intermediate High</p> <p>c) I can usually describe people, places, and things with some detail.</p>
<p>SE: p. 27 (act. 56), p. 29 (act. 64), p. 31 (act. 70, 72), p. 65 (act. 67, 69), p. 95 (act. 61, 62), p. 97 (act. 67, 69), p. 115 (act. 23), p. 126 (act. 56), p. 129 (act. 63), p. 131 (act. 69, 70), p. 149 (act. 29), p. 163 (act. 75), p. 193 (act. 63), p. 195 (act. 70-72)</p> <p>WB: p. 28 (act. 13), p. 29 (act. 14), p. 30 (act. 15), p. 31 (act. 16), p. 64 (act. 12), p. 65 (act. 13), p. 66 (act. 14), p. 67 (act. 15), p. 102 (act. 13), p. 103 (act. 14), p. 104 (act. 15), p. 105 (act. 16)</p>	<p>Intermediate High</p> <p>d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>
<p>SE: p. 204 (act. 1-3), p. 205 (act. 4, 5), p. 210 (act. 16), p. 212 (act. 21), p. 219 (act. 35, 37), p. 220 (act. 39), p. 222 (act. 46), p. 223 (act. 50, 51, 53), p. 224 (act. 54), p. 228 (act. 68, 69), p. 231 (act. 78), p. 236 (act. 1-3), p. 238 (act. 8), p. 242 (act. 15), p. 243 (act. 18-20), p. 244 (act. 21, 23), p. 255 (act. 45, 49), p. 260 (act. 63, 64), p. 262 (act. 70a), p. 268 (act. 1-3), p. 269 (act. 4-6), p. 270 (act. 8), p. 278 (act. 25-27), p. 287 (act. 45, 46), p. 289 (act. 49), p. 294 (act. 65, 66), p. 297 (act. 72), p. 299 (act. 73g), p. 303 (act. 3), p. 307</p>	<p>Advanced Low</p> <p>a) I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p>

<p>(act. 14), p. 323 (act. 52, 56), p. 324 (act. 57), p. 326 (act. 62, 65), p. 331 (act. 75), p. 338 (act. 6), p. 340 (act. 10), p. 342 (act. 14, 16), p. 351 (act. 31), p. 353 (act. 37), p. 357 (act. 48, 51), p. 358 (act. 52), p. 362 (act. 64, 66), p. 364 (act. 71a-71c), p. 371 (act. 3-5), p. 372 (act. 6, 7), p. 379 (act. 20, 22), p. 384 (act. 35, 36), p. 387 (act. 42), p. 391 (act. 53), p. 392 (act. 56), p. 399 (act. 74)</p>	
<p>SE: p. 217 (act. 31), p. 221 (act. 41), p. 225 (act. 58, 59), p. 226 (act. 60), p. 252 (act. 38), p. 258 (act. 55), p. 284 (act. 37), p. 292 (act. 59), p. 302 (act. 2), p. 308 (act. 17), p. 312 (act. 25), p. 321 (act. 45), p. 328 (act. 68), p. 336 (act. 1), p. 337 (act. 2), p. 346 (act. 23), p. 355 (act. 42), p. 360 (act. 58, 59), p. 380 (act. 27), p. 396 (act. 68)</p>	<p>Advanced Low b) I can talk in an organized way and with some detail about events and experiences in various time frames.</p>
<p>SE: p. 249 (act. 30), p. 251 (act. 33), p. 256 (act. 50), p. 283 (act. 35), p. 285 (act. 40), p. 298 (act. 73a, 73b), p. 304 (act. 8), p. 330 (act. 74a), p. 370 (act. 1), p. 376 (act. 15), p. 386 (act. 39)</p>	<p>Advanced Low c) I can describe people, places, and things in an organized way with varied details.</p>
<p>SE: p. 227 (act. 67), p. 230 (act. 76b), p. 233 (act. 79c), p. 237 (act. 5), p. 241 (act. 14), p. 250 (act. 31), p. 259 (act. 60), p. 289 (act. 51), p. 291 (act. 57), p. 293 (act. 63), p. 327 (act. 66), p. 361 (act. 62), p. 366 (act. 74c), p. 383 (act. 32), p. 393 (act. 59), p. 395 (act. 66)</p> <p>WB: p. 140 (act. 13), p. 141 (act. 14), p. 142 (act. 15), p. 143 (act. 16), p. 176 (act. 11), p. 177 (act. 12), p. 178 (act. 13), p. 179 (act. 14), p. 214 (act. 12), p. 215 (act. 13), p. 216 (act. 14), p. 217 (act. 15)</p> <p>TE: p. 234 (act. Real-world application), p. 252 (act. Role Play), p. 281 (act. Debate), p. 295 (act. Interactivity), p. 315 (act. Role Play),</p>	<p>Advanced Low d) I can handle a familiar situation with an unexpected complication.</p>

p. 382 (act. Role Play)	
	3. Presentational Communication
	1) Speaking / Signing
<p>SE: p. 33 (act. 78), p. 37 (act. 82e), p. 56 (act. 42), p. 101 (act. 76c, 76d), p. 135 (act. 79e), p. 153 (act. 40), p. 163 (act. 73), p. 173 (act. 5)</p> <p>WB: p. 32 (act. 17), p. 33 (act. 18), pp. 68-69 (act. 16, 17), pp. 106-107 (act. 17)</p> <p>TE: p. 35 (act. Heritage learners), p. 39 (act. Heritage learners), p. 45 (act. Heritage learners), p. 97 (act. Expansion), p. 162 (act. Heritage learners)</p>	<p>Intermediate High</p> <p>a) I can make presentations on a wide variety of familiar topics that relate to me and my environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.</p>
<p>SE: p. 41 (act. 6), p. 45 (act. 12), p. 67 (act. 74), p. 69 (act. 75f), p. 85 (act. 29), p. 99 (act. 75), p. 103 (act. 79d), p. 115 (act. 24), p. 119 (act. 34), p. 123 (act. 44), p. 133 (act. 76, 78), p. 149 (act. 28), p. 151 (act. 35), p. 165 (act. 81), p. 167 (act. 82e), p. 180 (act. 23), p. 186 (act. 38), p. 197 (act. 79),</p> <p>WB: pp. 32-33 (act. 17, 18)</p> <p>TE: p. 149 (act. Critical thinking)</p>	<p>Intermediate High</p> <p>b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>
<p>SE: p. 209 (act. 14), p. 211 (act. 20), p. 215 (act. 28), p. 218 (act. 34), p. 229 (act. 73), p. 285 (act. 41), p. 303 (act. 6), p. 307 (act. 15), p. 315 (act. 31), p. 316 (act. 35), p. 318 (act. 39), p. 331 (act. 74e), p. 337 (act. 5), p. 365 (act. 71d)</p> <p>WB: p. 180 (act. 15), p. 181 (act. 16)</p> <p>TE: p. 280 (act. Cultural boost/Extension)</p>	<p>Advanced Low</p> <p>a) I can deliver organized presentations appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the target language understand.</p>
<p>SE: p. 261 (act. 67, 68), p. 295 (act. 69), p. 317 (act. 37), p. 319 (act. 41), p. 322 (act. 51), p. 329 (act. 72), p. 341 (act. 13), p. 345 (act.</p>	<p>Advanced Low</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings.</p>

<p>21), p. 349 (act. 29), p. 363 (act. 69), p. 391 (act. 55), p. 397 (act. 72)</p> <p>WB: pp. 218-219 (act. 17)</p> <p>TE: p. 52 (act. Advanced learners), p. 309 (act. Heritage learners), p. 349 (act. Diverse learners)</p>	
<p>SE: p. 230 (act. 76c), p. 237 (act. 6), p. 250 (act. 32), p. 251 (act. 35), p. 263 (act. 70e)</p> <p>WB: pp. 144-145 (act. 17, 18), pp. 180-181 (act. 15), pp. 218-219 (act. 16)</p> <p>TE: p. 234 (act. Real-world application)</p>	<p>Advanced Low</p> <p>c) I can present detailed and organized information, raise awareness, and question assumptions.</p>
2) Writing	
<p>SE: p. 7 (act. 5, 7), p. 21 (act. 39), p. 25 (act. 50), p. 26 (act. 53, 55), p. 48 (act. 24), p. 57 (act. 43), p. 59 (act. 49), p. 78 (act. 11), p. 87 (act. 34), p. 110 (act. 13), p. 121 (act. 40), p. 141 (act. 6), p. 154 (act. 42), p. 155 (act. 46), p. 162 (act. 69), p. 183 (act. 31), p. 185 (act. 37)</p>	<p>Intermediate High</p> <p>a) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.</p>
<p>SE: p. 12 (act. 13, 16), p. 16 (act. 26), p. 19 (act. 36), p. 35 (act. 79d), p. 46 (act. 19), p. 50 (act. 29), p. 63 (act. 61), p. 78 (act. 12), p. 83 (act. 22), p. 89 (act. 38), p. 91 (act. 48), p. 96 (act. 66), p. 100 (act. 76b), p. 111 (act. 14), p. 119 (act. 33), p. 129 (act. 64), p. 142 (act. 9), p. 145 (act. 17), p. 161 (act. 65, 67), p. 178 (act. 16), p. 180 (act. 24), p. 183 (act. 33), p. 189 (act. 48), p. 198 (act. 80d)</p> <p>WB: pp. 34-36 (act. 19), pp. 70-72 (act. 18), pp. 108-110 (act. 19)</p> <p>TE: p. 117 (act. Extension)</p>	<p>Intermediate High</p> <p>b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>
<p>SE: p. 215 (act. 27), p. 217 (act. 30), p. 231 (act. 77), p. 249 (act. 29), p. 251 (act. 34), p. 254 (act. 44), p. 269</p>	<p>Advanced Low</p> <p>a) I can compose organized work appropriate to my audience on a variety of concrete topics of personal, general, social, or</p>

<p>(act. 7), p. 274 (act. 20), p. 281 (act. 32), p. 317 (act. 36), p. 318 (act. 38), p. 321 (act. 48), p. 338 (act. 7), p. 352 (act. 35), p. 353 (act. 38), p. 355 (act. 44), p. 367 (act. 75c), p. 375 (act. 13, 14), p. 383 (act. 34)</p> <p>TE: p. 249 (act. Acceleration), p. 262 (act. Extension), p. 317 (act. Heritage learners), p. 371 (act. Extension), p. 383 (act. Heritage learners/Advanced learners)</p>	<p>academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that readers of the target language understand.</p>
<p>SE: p. 205 (act. 6), p. 241 (act. 13), p. 263 (act. 72), p. 288 (act. 48), p. 297 (act. 70e), p. 356 (act. 47), p. 379 (act. 23), p. 387 (act. 43), p. 398 (act. 73d)</p> <p>TE: p. 288 (act. Extension), p. 311 (act. An alternative ending), p. 316 (act. Job post), p. 373 (act. Creative writing)</p>	<p>Advanced Low</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a written work to a variety of settings.</p>
<p>SE: p. 209 (act. 13), p. 247 (act. 27), p. 257 (act. 52, 54), p. 273 (act. 16), p. 277 (act. 24), p. 296 (act. 70d), p. 307 (act. 16), p. 311 (act. 23), p. 325 (act. 59-61), p. 345 (act. 22), p. 359 (act. 55), p. 379 (act. 24)</p> <p>WB: pp. 146-148 (act. 19), pp. 182-184 (act. 17), pp. 220-222 (act. 18)</p> <p>TE: p. 232 (act. Critical thinking)</p>	<p>Advanced Low</p> <p>c) I can present detailed and organized information, raise awareness, and question assumptions.</p>

	<p>Goal 2: Culture <i>Interact with Cultural Competence and Understanding.</i></p>
	<p>1. Relating Cultural Practices to Perspectives <i>Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>
<p>SE: p. 18 (act. 32), p. 29 (act. 64), p. 31 (act. 70, 72), p. 48 (act. 24), p. 65 (act. 67, 69), p. 95 (act. 61), p. 97 (act. 69), p. 115 (act. 23), p. 131 (act. 69, 70), p. 145 (act. 16), p. 149</p>	<p>Intermediate High</p> <p>a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.</p>

<p>(act. 29), p. 163 (act. 75), p. 193 (act. 63), p. 195 (act. 71, 72)</p> <p>WB: p. 28 (act. 13), p. 29 (act. 14), p. 30 (act. 15), p. 31 (act. 16), p. 64 (act. 12), p. 65 (act. 13), p. 66 (act. 14), p. 67 (act. 15), p. 102 (act. 13), p. 103 (act. 14), p. 104 (act. 15), p. 105 (act. 16),</p>	
<p>SE: p. 32 (act. 74), p. 33 (act. 75-78), p. 42 (act. 10), p. 45 (act. 11-13), p. 46 (act. 19), p. 55 (act. 36, 40), p. 66 (act. 71), p. 67 (act. 72), p. 162 (act. 70), p. 198 (act. 80b)</p> <p>WB: pp. 5-8 (act. 2), pp. 13-15 (act. 6), p. 16 (act. 6), p. 69 (act. 17), pp. 108-109 (act. 19)</p> <p>TE: p. 2 (act. Enrichment), p. 39 (act. Heritage learners),</p>	<p>Intermediate High</p> <p>b) I can explain different traditions and customs of the target cultures in simple terms.</p>
<p>SE: p. 31 (act. 71), p. 48 (act. 25), p. 51 (act. 31), p. 65 (act. 68), p. 83 (act. 21), p. 85 (act. 27), p. 125 (act. 49), p. 162 (act. 72), p. 186 (act. 38)</p> <p>WB: p. 17 (act. 7)</p> <p>TE: p. 9 (act. Critical thinking), p. 66 (act. Culture boost), p. 67 (act. Culture boost), p. 131 (act. Heritage learners)</p>	<p>Intermediate High</p> <p>c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.</p>
<p>SE: p. 15 (act. 22, 23, 24), p. 22 (act. 40, 42), p. 35 (act. 79d), p. 47 (act. 21, 22), p. 60 (act. 50), p. 67 (act. 72), p. 75 (act. 4), p. 76 (act. 9), p. 78 (act. 10), p. 79 (act. 15), p. 82 (act. 17, 19), p. 111 (act. 17), p. 117 (act. 28), p. 119 (act. 31), p. 123 (act. 42), p. 133 (act. 74), p. 142 (act. 10), p. 149 (act. 24), p. 180 (act. 21), p. 196 (act. 75)</p> <p>WB: pp. 2-4 (act. 1)</p>	<p>Intermediate High</p> <p>d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.</p>

<p>TE: p. 11 (act. Heritage learners), p. 149 (act. Critical thinking), p. 141 (act. Heritage speakers)</p>	
<p>SE: p. 8 (act. 9), p. 12 (act. 13), p. 13 (act. 17, 18), p. 14 (act. 19), p. 127 (act. 60), p. 174 (act. 9)</p> <p>WB: p. 94 (act. 8), p. 106 (act. 17)</p> <p>TE: p. 145 (act. Critical thinking), p. 168 (act. Critical thinking)</p>	<p>Intermediate High</p> <p>e) I can discuss and evaluate some commonly held generalizations about the target culture.</p>
<p>SE: p. 225 (act. 58), p. 227 (act. 66), p. 230 (act. 76b), p. 233 (act. 79c), p. 237 (act. 5), p. 241 (act. 14), p. 259 (act. 60), p. 289 (act. 52), p. 291 (act. 57), p. 293 (act. 63), p. 303 (act. 5), p. 315 (act. 32), p. 327 (act. 66), p. 357 (act. 51), p. 361 (act. 62), p. 383 (act. 32), p. 393 (act. 59), p. 395 (act. 66)</p> <p>WB: p. 140 (act. 13), p. 141 (act. 14), p. 142 (act. 15), p. 143 (act. 16), p. 176 (act. 11), p. 177 (act. 12), p. 178 (act. 13), p. 179 (act. 14), p. 214 (act. 12), p. 215 (act. 13), p. 216 (act. 14), p. 217 (act. 15)</p> <p>TE: p. 182 (act. Community), p. 252 (act. Boost your teaching), p. 315 (act. Role play), p. 316 (act. Job post), p. 382 (act. Boost your teaching)</p>	<p>Advanced Low</p> <p>a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.</p>
<p>SE: pp. 271-273 (act. 13, 14), p. 291 (act. 56), p. 326 (act. 64), p. 349 (act. 28), p. 370 (act. 1), p. 374 (act. 11), p. 387 (act. 41), p. 394 (act. 63)</p> <p>WB: p. 219 (act. 17)</p> <p>TE: p. 136 (act. Culture note), p. 158 (act. Accommodation)</p>	<p>Advanced Low</p> <p>b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.</p>
<p>SE: p. 297 (act. 70f), p. 302 (act. 2), p. 355 (act. 42, 44)</p> <p>WB: p. 31 (act. 16), p. 179 (act. 14)</p>	<p>Advanced Low</p> <p>c) I can participate in and analyze cultural events.</p>

<p>SE: p. 198 (act. 80b, 80d), p. 388 (act. 46), p. 389 (act. 47)</p> <p>WB: pp. 125-127 (act. 6)</p> <p>TE: p. 67 (act. Culture boost), p. 70 (act. Cultural note), p. 164 (act. Making connections, Social Studies)</p>	<p>Advanced Low</p> <p>d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.</p>
<p>SE: p. 204 (act. 3), p. 260 (act. 64), p. 261 (act. 68), p. 349 (act. 29), pp. 358-359 (act. 53, 55), p. 360 (act. 60)</p> <p>WB: pp. 207-210 (act. 9), p. 145 (act. 18), p. 180 (act. 15), p. 218 (act. 16)</p> <p>TE: p. 251 (act. Heritage learners)</p>	<p>Advanced Low</p> <p>e) I can examine and discuss global issues and challenges affecting the target cultures.</p>
<p>SE: p. 341 (act. 12), p. 362 (act. 65), p. 363 (act. 68), p. 370 (act. 2), p. 374 (act. 9, 11), p. 378 (act. 18), p. 383 (act. 33), p. 394 (act. 63), p. 396 (act. 67, 69), p. 397 (act. 70),</p> <p>TE: p. 205 (act. Differentiation), p. 370 (act. Heritage learners / Advanced learners), p. 372 (act. Musical interpretation and story-telling), p. 392 (act. Extension)</p>	<p>Advanced Low</p> <p>f) I can more accurately analyze and evaluate some commonly held generalizations about the target cultures.</p>
	<p>2. Relating Cultural Products to Perspectives <i>Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>
<p>SE: p. 35 (act. 80, 81), p. 45 (act. 11, 12), p. 46 (act. 16, 17), p. 172 (act. 1, 2), p. 178 (act. 15), p. 186 (act. 39), p. 198 (act. 80b-80c)</p> <p>WB: pp. 26-27 (act. 12), pp. 81-82 (act. 3)</p> <p>TE: p. 2 (act. Enrichment), p. 44 (act. Community), p. 186 (act. Creativity)</p>	<p>Intermediate High</p> <p>a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.</p>

<p>SE: p. 48 (act. 25), p. 58 (act. 45), p. 60 (act. 50), p. 115 (act. 24), p. 146 (act. 20, 21), p. 149 (act. 28, 29), p. 165 (act. 78, 80), pp. 196-197 (act. 82a-82e), p. 167 (act. 84), p. 174 (act. 9)</p> <p>WB: pp. 85-87 (act. 5), pp. 96-98 (act. 10)</p> <p>TE: p. 138 (act. Assessing prior knowledge),</p>	<p>Intermediate High</p> <p>b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target language communities.</p>
<p>SE: p. 113 (act. 18), p. 194 (act. 68), p. 196 (act. 75)</p> <p>WB: pp. 17-18 (act. 7)</p>	<p>Intermediate High</p> <p>c) I can identify and explain the influence of the target language and cultures on the products of my own culture</p>
<p>SE: p. 8 (act. 8), p. 244 (act. 23), p. 247 (act. 27), p. 251 (act. 33, 34), p. 261 (act. 66), p. 274 (act. 21), p. 277 (act. 24), p. 284 (act. 36, 37), p. 349 (act. 27)</p> <p>WB: pp. 132-135 (act. 10), p. 174 (act. 10)</p> <p>TE: p. 246 (act. Critical thinking)</p>	<p>Intermediate High</p> <p>d) I can explain how geography impacts the products of diverse target-language communities.</p>
<p>SE: p. 110 (act. 11, 12), p. 115 (act. 20), p. 117 (act. 28), p. 119 (act. 34), p. 123 (act. 42, 44), p. 132 (act. 72), p. 133 (act. 73), p. 148 (act. 23), p. 149 (act. 24, 27, 28), p. 150 (act. 32), p. 173 (act. 4), p. 178 (act. 13), p. 182 (act. 29, 31), p. 194 (act. 66)</p> <p>WB: pp. 2-4 (act. 1), pp. 38-39 (act. 1), pp. 74-76 (act. 1)</p> <p>TE: p. 58 (act. Musical reel), p. 141 (act. Challenge), p. 186 (act. Extension), p. 194 (act. Boost your teaching)</p>	<p>Intermediate High</p> <p>e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.</p>
<p>SE: p. 209 (act. 14), p. 228 (act. 69), p. 285 (act. 41), p. 294 (act. 66), p. 321 (act. 46), p. 330 (act. 74a), p. 342 (act. 16), p. 372 (act.</p>	<p>Advanced Low</p> <p>a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.</p>

<p>6, 7), p. 396 (act. 67), p. 397 (act. 70)</p> <p>TE: p. 314 (act. Gallery)</p>	
<p>SE: p. 211 (act. 19), p. 212 (act. 22), p. 215 (act. 28), p. 281 (act. 31), p. 305 (act. 11), p. 312 (act. 27)</p>	<p>Advanced Low</p> <p>b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.</p>
<p>SE: p. 209 (act. 14), p. 215 (act. 25), p. 258 (act. 56), p. 297 (act. 70), p. 322 (act. 51), p. 345 (act. 20)</p> <p>WB: p. 139 (act. 12), p. 260 (act. Nota cultural)</p>	<p>Advanced Low</p> <p>c) I can investigate and discuss the role and significance of the contributions of the target language and cultures either in the past or in today's world.</p>
<p>SE: p. 226 (act. 61), p. 271 (act. 12), p. 295 (act. 67), p. 308 (act. 20), p. 311 (act. 22), p. 328 (act. 69, 70), p. 396 (act. 69)</p> <p>WB: pp. 112-113 (act. 1), pp. 150-152 (act. 1), pp. 165-166 (act. 6), pp. 170-173 (act. 9), pp. 186-188 (act. 1)</p>	<p>Advanced Low</p> <p>d) I can examine the target cultures through their visual arts, architecture, literature, music, and other means of cultural expression, and explain the cultural perspectives found in these works.</p>

	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</i></p>
	<p>1. Making Connections</p> <p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
<p>SE: p. 14 (act. 19, 20), p. 30 (act. 65), p. 37 (act. 82d), p. 78 (act. 10), p. 79 (act. 13, 14), p. 82 (act. 19), p. 87 (act. 35), p. 88 (act. 36), p. 89 (act. 38), p. 92 (act. 49), p. 98 (act. 70), p. 108 (act. 6), p. 116 (act. 26), p. 123 (act. 41), p. 128 (act. 61), p. 132 (act. 71), p. 134 (act. 79b-79d), p. 140 (act. 1), p. 154 (act. 41), p. 160 (act. 62), p. 164 (act. 76), p. 168 (act. 85a), p. 181 (act. 26), p. 186 (act. 39), p. 192 (act. 59)</p>	<p>Intermediate High</p> <p>a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p>

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<p>WB: p. 23 (act. 10), pp. 40-44 (act. 2), pp. 49-52 (act. 5), p. 55 (act. 7), pp. 70-72 (act. 18), pp. 114-117 (act. 2), pp. 118-119 (act. 3)</p> <p>TE: p. 80 (act. Personal connection), p. 140 (act. Making connections, ELA), p. 159 (act. Critical Thinking), p. 172 (act. Critical thinking)</p>	
<p>SE: p. 15 (act. 23, 24), p. 37 (act. 82a), p. 84 (act. 23), p. 86 (act. 26-28), p. 98 (act. 71, 72), p. 100 (act. 76a), p. 110 (act. 12), p. 115 (act. 22), p. 141 (act. 5), p. 146 (act. 19, 20), p. 183 (act. 32)</p> <p>TE: p. 18 (act. Making connections, Art), p. 30 (act. Making connections, Science), p. 164 (act. Making connections, Social Studies), p. 196 (act. Connections: Art),</p>	<p>Intermediate High</p> <p>b) I can apply information gathered through target language resources to other content areas in order to supplement learning.</p>
<p>SE: 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. 232 (act. 79a), p. 236 (act. 2), p. 237 (act. 4), p. 238 (act. 10), p. 242 (act. 15), p. 250 (act. 31), p. 251 (act. 33-35), p. 256 (act. 50), p. 260 (act. 63), p. 261 (act. 67), p. 263 (act. 70), p. 274 (act. 17), p. 278 (act. 25, 26), p. 284 (act. 36-38), p. 294 (act. 65), p. 302 (act. 1), p. 307 (act. 13), p. 308 (act. 18), p. 324 (act. 57), p. 330 (act. 74c), p. 338 (act. 7), p. 346 (act. 25), p. 358 (act. 52), p. 399 (act. 75)</p> <p>WB: pp. 122-124 (act. 5), pp. 125-127 (act. 6), p. 128 (act. 7), p. 129 (act. 8), pp. 132-135 (act. 10), pp. 136-138 (act. 11), p. 169 (act. 8), p. 174 (act. 10), p. 202 (act. 7)</p> <p>TE: p. 254 (act. Creativity and Analytical Thinking), p. 350 (act. Personal connections)</p>	<p>Advanced Low</p> <p>a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.</p>

<p>SE: p. 215 (act. 28), p. 229 (act. 71), p. 274 (act. 18), p. 298 (act. 73b), p. 318 (act. 38, 39), p. 319 (act. 40), p. 364 (act. 71c)</p>	<p>Advanced Low b) I can locate target-language resources in order to analyze and synthesize information for use in other content areas.</p>
	<p>2. Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i></p>
<p>SE: p. 22 (act. 42), p. 53 (act. 34), p. 56 (act. 41), p. 67 (act. 72), p. 100 (act. 76a), p. 110 (act. 12), p. 115 (act. 22), p. 146 (act. 19), p. 166 (act. 82a), p. 167 (act. 82c), p. 172 (act. 1), p. 178 (act. 15), p. 179 (act. 18), p. 180 (act. 23), p. 183 (act. 32), p. 197 (act. 77), p. 198 (act. 80a, 8b)</p> <p>TE: p. 64 (act. Expansion), p. 148 (act. Heritage speakers), p. 199 (act. Research topics), p. 208 (act. Critical thinking)</p>	<p>Intermediate High a) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures.</p>
<p>SE: p. 6 (act. 2), p. 11 (act. 11), p. 12 (act. 14, 15), p. 14 (act. 19), p. 41 (act. 4), p. 75 (act. 6), p. 78 (act. 11), p. 110 (act. 11), p. 115 (act. 20), p. 123 (act. 42, 44), p. 127 (act. 60), p. 141 (act. 5), p. 156 (act. 21), p. 165 (act. 78), p. 173 (act. 4), p. 174 (act. 7), p. 180 (act. 20), p. 182 (act. 29), p. 194 (act. 68), p. 196 (act. 74)</p> <p>WB: pp. 2-4 (act. 1), pp. 13-14 (act. 5), p. 16 (act. 6), pp. 17-18 (act. 7), pp. 21-22 (act. 9), pp. 24-25 (act. 11), pp. 34-36 (act. 19), pp. 38-39 (act. 1), pp. 53-54 (act. 6), pp. 59-61 (act. 10), pp. 62-63 (act. 11), pp. 74-76 (act. 1), pp. 85-87 (act. 5), pp. 88-91 (act. 6), p. 94 (act. 8), p. 99 (act. 11), pp. 108-110 (act. 19)</p> <p>TE: p. 149 (act. Critical thinking)</p>	<p>Intermediate High b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.</p>
<p>SE: p. 209 (act. 14), p. 211 (act. 20), p. 218 (act. 34), p. 219 (act. 36), p.</p>	<p>Advanced Low a) I can synthesize information acquired from authentic</p>

<p>229 (act. 70), p. 244 (act. 21), p. 247 (act. 26), p. 261 (act. 65), p. 274 (act. 20), p. 295 (act. 68), p. 296 (act. 70b), p. 298 (act. 73c), p. 364 (act. 71c)</p> <p>WB: p. 146-148 (act. 19), pp. 153-157 (act. 2), pp. 182-184 (act. 17), pp. 197-199 (act. 5), pp. 220-222 (act. 18)</p> <p>TE: p. 313 (act. Extension)</p>	<p>target-language sources.</p>
<p>SE: p. 215 (act. 28), p. 273 (act. 14), p. 285 (act. 41), p. 292 (act. 62), p. 315 (act. 31), p. 328 (act. 69), p. 358 (act. 53)</p> <p>WB: pp. 112-113 (act. 1), pp. 150-151 (act. 1), pp. 170-173 (act. 9), pp. 186-188 (act. 1)</p> <p>TE: p. 314 (act. Gallery)</p>	<p>Advanced Low</p> <p>b) I can use authentic sources to analyze and convey the distinctive perspectives of the target cultures.</p>

	<p>Goal 4: Comparisons <i>Develop insight into the nature of language and culture in order to interact with cultural competence.</i></p>
	<p>1. Language Comparisons <i>Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
<p>SE: p. 191 (act. 57)</p> <p>TE: p. 2 (act. Cultural Note), p. 191 (act. Cultural Note)</p>	<p>Intermediate High</p> <p>a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level.</p>
<p>SE: p. 193 (act. 63)</p> <p>TE: p. 21 (act. Auditory learners), p. 155 (act. Vocabulary presentation), p. 193 (act. Accommodations)</p>	<p>Intermediate High</p> <p>b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.</p>
<p>SE: p. 25 (act. 49), p. 26 (act. 52), p. 58 (act. 46), p. 124 (act. 46, 47), p. 188 (act. 44), p. 189 (act. 47), p. 190 (act. 50), p. 191 (act. 57)</p> <p>TE: p. 6 (act. Enrichment), p. 20 (act. Vocabulary presentation), p. 23 (act. Kinesthetic learners), p. 25</p>	<p>Intermediate High</p> <p>c) I can compare and contrast structural patterns of the target to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings.</p>

<p>(act. Warm up), p. 53 (act. Language in context), p. 83 (act. Expansion), p. 137 (act. Cultural note), p. 140 (act. Making connections, ELA), p. 154 (act. Vocabulary presentation), p. 156 (act. Puzzle sentences), p. 189 (act. 46), p. 191 (act. Cultural Note),</p>	
<p>SE: p. 65 (act. 66), p. 96 (act. 65) TE: p. 65 (act. Heritage learners)</p>	<p>Intermediate High d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.</p>
<p>SE: p. 248 (act. 28), p. 204 (act. 2) TE: p. 285 (act. Vocabulary presentation)</p>	<p>Advanced Low a) I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future in a wide variety of settings which become more general and specialized as higher proficiency develops.</p>
<p>SE: p. 225 (act. 58), p. 291 (act. 58), p. 293 (act. 64), p. 361 (act. 63)</p>	<p>Advanced Low b) I can apply knowledge of sound and writing systems in spontaneous communicative situations progressing to analyzing and explaining how tone and nuance are expressed as higher proficiency develops.</p>
<p>SE: p. 209 (act. 10), p. 288 (act. 47) TE: p. 217 (act. Vocabulary presentation), pp. 275-276 (act. Focus on structures), p. 285 (act. Vocabulary presentation), p. 298 (act. 73), p. 352 (act. Differentiation: Heritage learners), p. 381 (act. Accommodation)</p>	<p>Advanced Low c) I can use knowledge of structural patterns of my own language and the target language for effective communication, progressing to discussing and analyzing the relationship of syntax and meaning as higher proficiency develops.</p>
<p>SE: p. 394 (act. 63) TE: p. 339 (act. Advanced learners/Heritage speakers), p. 392 (act. Extension)</p>	<p>Advanced Low d) I can use idiomatic expressions in a wide variety of social contexts.</p>
	<p>2. Cultural Comparisons Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p>SE: p. 13 (act. 17, 18), p. 22 (act. 42), p. 32 (act. 74), p. 85 (act. 27), p. 99 (act. 73), p. 183 (act. 33), p. 189 (act. 48), p. 194 (act. 68)</p>	<p>Intermediate High a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.</p>

<p>SE: p. 13 (act. 18), p. 14 (act. 19, 20), p. 15 (act. 25), p. 22 (act. 42), p. 31 (act. 71), p. 32-33 (act. 74, 76-78), p. 35 (act. 80), p. 45 (act. 12, 13), p. 50 (act. 28), p. 51 (act. 31), p. 65 (act. 68), p. 67 (act. 73, 74), p. 76 (act. 8, 9), p. 78 (act. 11, 12), p. 96 (act. 66), p. 99 (act. 73), p. 117 (act. 27), p. 130 (act. 65, 66), p. 133 (act. 75, 77), p. 145 (act. 17), p. 151 (act. 35), p. 162 (act. 72), p. 165 (act. 79, 80), p. 183 (act. 32, 33), p. 189 (act. 48), p. 194 (act. 68)</p> <p>WB: p. 32 (act. 17), p. 33 (act. 18), p. 68 (act. 16), p. 69 (act. 17), p. 106 (act. 17)</p>	<p>Intermediate High</p> <p>b) I can explore, explain and reflect on intercultural similarities and differences in cultures’ practices and, products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops.</p>
<p>SE: p. 8 (act. 9), p. 12 (act. 16), p. 13 (act. 18), p. 14 (act. 19), p. 15 (act. 22), p. 127 (act. 60), p. 180 (act. 24),</p> <p>WB: p. 106 (act. 17)</p> <p>TE: p. 145 (act. Critical thinking), p. 168 (act. Critical thinking)</p>	<p>Intermediate High</p> <p>c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings.</p>
<p>SE: p. 35 (act. 79d), p. 181 (act. 26, 27, 28), p. 183 (act. 31)</p> <p>WB: p. 102 (act. 13), p. 103 (act. 14), p. 107 (act. 18), p. 105 (act. 16),</p>	<p>Intermediate High</p> <p>d) I can take the perspective of those from different cultures to build empathy.</p>
<p>SE: p. 225 (act. 57, 58), p. 293 (act. 63, 64), p. 361 (act. 62, 63), p. 363 (act. 68), p. 375 (act. 13, 14), p. 393 (act. 59), p. 395 (act. 66)</p> <p>TE: p. 270 (act. Heritage speakers), p. 281 (act. Debate), p. 393 (act. Heritage learners)</p>	<p>Advanced Low</p> <p>a) I can apply appropriate verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in a wide variety of settings.</p>
<p>SE: 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</p>	<p>Advanced Low</p> <p>b) I can analyze intercultural similarities and differences in the practices, products, and perspectives of the target cultures, comparing how products, practices, and perspectives reciprocally affect one another over time.</p>

<p>(act. 55), p. 397 (act. 71)</p> <p>WB: 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)</p> <p>TE: p. 304 (act. Heritage learners), p. 353 (act. Heritage learners), p. 355 (act. Warm up)</p>	
<p>SE: p. 205 (act. 6), p. 211 (act. 19), p. 212 (act. 22), p. 374 (act. 10)</p>	<p>Advanced Low</p> <p>c) I can assess how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.</p>
<p>SE: p. 353 (act. 38), p. 349 (act. 29), p. 356 (act. 47), p. 374 (act. 9), p. 375 (act. 12), p. 379 (act. 19, 20), p. 383 (act. 33), p. 387 (act. 41), p. 389 (act. 47), p. 391 (act. 55),</p>	<p>Advanced Low</p> <p>d) I can take the perspective of those from different cultures to build empathy.</p>

	<p>Goal 5: Communities <i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</i></p>
	<p>1. Schools and Global Communities <i>Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
<p>SE: p. 18 (act. 32), p. 115 (act. 23)</p> <p>WB: p. 65 (act. 13), p. 102 (act. 13)</p>	<p>Intermediate High</p> <p>a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial.</p>
<p>SE: p. 131 (act. 69), p. 195 (act. 70)</p> <p>WB: p. 30 (act. 15), p. 31 (act. 16), p. 67 (act. 15), p. 104 (act. 15), p. 105 (act. 16)</p> <p>TE: p. 44 (act. Community), p. 69 (act. School community), p. 169 (act. Extension)</p>	<p>Intermediate High</p> <p>b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.</p>
<p>SE: p. 31 (act. 72), p. 45 (act. 14), p. 48 (act. 24), p. 65 (act. 69), p. 97 (act. 69), p. 131 (act. 70)</p> <p>WB: p. 141 (act. 14)</p>	<p>Intermediate High</p> <p>c) I can communicate on a personal level with a native speaker.</p>

<p>TE: p. 35 (act. Heritage learners), p. 39 (act. Heritage learners), p. 113 (act. Real-world connections), p. 182 (act. Community)</p>	
<p>SE: p. 29 (act. 64), p. 53 (act. 35), p. 95 (act. 61), p. 163 (act. 75), p. 193 (act. 63), p. 195 (act. 70, 72)</p> <p>WB: p. 28 (act. 13), p. 29 (act. 14), p. 64 (act. 12), p. 66 (act. 14), p. 103 (act. 14), p. 140 (act. 13)</p> <p>TE: p. 88 (act. School community), p. 142 (act. School community)</p>	<p>Intermediate High</p> <p>d) I can take part in target-language related activities to benefit my school and/or community.</p>
<p>SE: p. 181 (act. 28), p. 183 (act. 32, 33), p. 190 (act. 53)</p>	<p>Advanced Low</p> <p>a) I can articulate the benefits of being able to communicate in more than one language.</p>
<p>SE: p. 225 (act. 58), p. 227 (act. 66), p. 230 (act. 76b), p. 241 (act. 14), p. 293 (act. 63), p. 327 (act. 66), p. 357 (act. 51), p. 361 (act. 62), p. 393 (act. 59), p. 395 (act. 66)</p> <p>WB: p. 142 (act. 15), p. 143 (act. 16), p. 179 (act. 14), p. 214 (act. 12), p. 216 (act. 14),</p> <p>TE: p. 252 (act. Role play), p. 315 (act. Role play), p. 382 (act. Role play)</p>	<p>Advanced Low</p> <p>b) I can interact appropriately in the target language in real-life situations.</p>
<p>SE: p. 289 (act. 51)</p> <p>WB: p. 141 (act. 14), p. 177 (act. 12)</p>	<p>Advanced Low</p> <p>c) I can contribute equally during personal communications with a native speaker.</p>
<p>SE: p. 291 (act. 57), p. 315 (act. 32)</p> <p>WB: p. 140 (act. 13), p. 176 (act. 11), p. 178 (act. 13), p. 215 (act. 13), p. 217 (act. 15),</p>	<p>Advanced Low</p> <p>d) I can use the target language to serve my community within and outside of an academic setting.</p>
	<p>2. Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
<p>SE: p. 95 (act. 62), p. 195 (act. 70, 71)</p> <p>TE: p. 95 (act. Challenge, Expansion)</p>	<p>Intermediate High</p> <p>a) I can demonstrate a willingness to interact with native speakers.</p>
<p>SE: p. 162 (act. 70), p. 198 (act. 80c)</p>	<p>Intermediate High</p> <p>b) I can discover and explore a variety of entertainment</p>

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<p>TE: p. 162 (act. Critical thinking)</p>	<p>sources representative of the target cultures.</p>
<p>SE: pp. 62-63 (act. 59-60), p. 99 (act. 73), pp. 100 (act. 76a-b)</p> <p>TE: p. 160 (act. 62 – Interpersonal speaking)</p>	<p>Intermediate High c) I can identify current topics or events of interest within the target cultures.</p>
<p>SE: pp. 172-173 (act. 2), p. 173 (act. 4), pp. 181-182 (act. 27, 29), p. 196 (act. 75), p. 197 (act. 79), p. 198 (act. 80c),</p> <p>TE: p. 141 (act. Challenge), p. 198 (act. Creativity)</p>	<p>Intermediate High d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.</p>
<p>SE: p. 225 (act. 58, 59), p. 227 (act. 67), p. 289 (act. 52), p. 291 (act. 58), p. 327 (act. 67), p. 361 (act. 63), p. 393 (act. 60, 61),</p> <p>TE: p. 227 (act. 70 – Interpretive reading and Presentational speaking)</p>	<p>Advanced Low a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.</p>
<p>SE: p. 299 (act. 73g), p. 357 (act. 51), p. 365 (act. 71e), p. 397 (act. 72)</p> <p>TE: p. 240 (act. Metacognition), p. 330 (act. Metacognition)</p>	<p>Advanced Low b) I can use a variety of sources from the target language or cultures for entertainment or personal growth.</p>
<p>SE: p. 211 (act. 20), p. 231 (act. 77, 78), p. 233 (act. 79d), p. 257 (act. 53), p. 261 (act. 69), p. 263 (act. 70f, 72), p. 297 (act. 71, 72), p. 359 (act. 56, 57)</p> <p>TE: p. 202 (act. Peer-teaching), p. 297 (act. Self-awareness), p. 324 (act. Expansion)</p>	<p>Advanced Low c) I can critically discuss current topics or events within the target cultures.</p>
<p>SE: p. 245 (act. 21), pp. 364-365 (act. 71a-e), p. 375 (act. 14)</p> <p>TE: p. 258 (act. Metacognition), p. 293 (act. Mindfulness)</p>	<p>Advanced Low d) I can pursue personal interests in various aspects of the target cultures.</p>