

MAPAS 4

LEVEL: Level V, Intermediate High to Advanced Mid Proficiency (§114.43)

Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

(A) engage in conversations with generally consistent use of register in all time frames

STUDENT EDITION	p. 6 (act. 19), p. 12 (act. 37), p. 15 (act. 55), p. 17 (act. 64), p. 18 (act. 65), p. 22 (act. 83), p. 26 (act. 92), p. 46 (act. *Foro de discusión*), p. 50 (act. 29), p. 51 (act. 30, 31), p. 52 (act. 37), p. 60 (act. 64), p. 74 (act. 1, *Foro de discusión*), p. 75 (act. 7, 8), p. 78 (act. 24, *Foro de discusión*), p. 82 (act. 46), p. 84 (act. 62), p. 85 (act. 71), p. 86 (act. 73), p. 87 (act. 78), p. 88 (act. 79), p. 90 (act. 83), p. 104 (act. 3), p. 119 (act. 65), p. 144 (act. 25), p. 147 (act. 31), p. 176 (act. 18, 19)
TEACHER'S EDITION	p. 5 (act. 5 Planning), p. 49 (act. 25 Planning, Extending), p. 60 (act. 64 Planning), p. 63 (act. C Planning), p. 90 (act. 83 Planning), p. 126 (act. C Planning), p. 127 (act. D Planning), p. 144 (act. 24 Extending)
WORKBOOK	p. 5 (act. 6b), p. 9 (act. 12), p. 18 (act. 27), p. 20 (act. 31), p. 21 (act. 33), p. 26 (act. 41), p. 43 (act. 7, 8), p. 44 (act. 10), p. 45 (act. 11, 12), p. 70 (act. 2), p. 74 (act. 9), p. 76 (act. 11), p. 79 (act. 17, 18), p. 80 (act. 20), p. 81 (act. 21), p. 87 (act. 32), p. 113 (act. 24), p. 115 (act. 28), p. 117 (act. 32), p. 121 (act. 39), p. 142 (act. 20)
ONLINE	**Additional Projects:** Ch. 1-2 (act. *En grupo*: *Un debate sobre la publicidad*) **Heritage Worksheets:** Ch. 1: Worksheet 2 p. 1 (act. C), p. 2 (act. E); Ch. 2: Worksheet 2 p. 4 (act. G); Ch. 6 Worksheet 1 p. 3 (act. F) **Assessment Program, *Evaluaciones IPA*:** Ch. 1 (act. Interpersonal Speaking); Ch. 2 (act. Interpersonal Speaking); Ch. 3 (act. Interpersonal Speaking); Ch. 6 (act. Interpersonal Speaking)

(B) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

STUDENT EDITION	p. 4 (act. 1, 3, *Foro de discusión*), p. 5 (act. 6), p. 6 (act. 15, 17, 19, *Foro de discusión*), p. 8 (act. 22-24), p. 10 (act. 29-32), p. 12 (act. 34-36), p. 13 (act. 41), p. 14 (act. 47), p. 18 (act. 65), p. 24 (act. 87), p. 25 (act. 90), p. 27 (act. 94-96), p. 44 (act. 2, 3), p. 53 (act. 40, 43), p. 76 (act. 22), p. 78 (act. 29), p. 80 (act. 35), p. 83 (act. 50), p. 85 (act. 71), p. 89 (act. 81), p. 106 (act. 15), p. 108 (act. 16), p. 111 (act. 32), p. 112 (act. 36, 37), p. 117 (act. 53), p. 118 (act. 57), p. 121 (act. 69), p. 123 (act. 75, 76), p. 124 (act. 78), p. 138 (act. 3), p. 139 (act. 6), p. 140 (act. *Foro de discusión*), p. 149 (act. 40), p. 153 (act. 60), p. 154 (act. 62), p. 157 (act. 74), p. 172 (act. 5, *Foro de discusión*), p. 174 (act. 17, *Foro de discusión*), p. 180 (act. 32), p. 184 (act. 49-51), p. 185 (act. 52, 53), p. 187 (act. 56, 57), p. 188 (act. 58), p. 189 (act. 59-61)
TEACHER'S EDITION	p. 75 (act. 7 Planning), p. 87 (act. 78 Extending), p. 92 (act. C Planning), p. 122 (act. 72 Extending), p. 125 (act. 80 Extending), p. 141 (act. 13 Extending), p. 144 (act. 24 Extending), p. 154 (act. 62 Heritage learners), p. 172 (act. 5 Planning)
WORKBOOK	p. 57 (act. 33), p. 91 (act. 40b), p. 114 (act. 26), p. 117 (act. 33), p. 176 (act. 25b), p. 177 (act. 27, *Atención* box), p. 180 (act. 32b)

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ONLINE	**Heritage Worksheets:** Ch. 5 Worksheet 1 (act. 5a); Ch. 6 Worksheet 4 p. 2 (act. 42b) **Assessment Program, *Evaluaciones IPA*:** Ch. 4 (act. Interpersonal Speaking); Ch. 5 (act. Interpersonal Speaking)

(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature

STUDENT EDITION	p. 80 (act. 37, 38), p. 113 (act. 38, 40), p. 147 (act. 35), p. 174 (act. 17) p. 176 (act. 23, 24), p. 179 (act. 30), p. 191 (*Proyectos*: *Individual*)
TEACHER'S EDITION	p. 13 (act. 44 Differentiated instruction), p. 17 (act. 64 Planning), p. 27 (act. 97 Extending), p. 51 (act. 33 Extending), p. 63 (act. C Planning), p. 81 (act. 40 Differentiated instruction), p. 134 (act. 1), p. 144 (act. 25 Extending), p. 147 (act. 35 Differentiated instruction), p. 175 (act. 17 Extending: Differentiated instruction), p. 179 (act. 30 Planning), p. 181 (act. 37 Differentiated instruction), p. 191 (act. B-C Planning)
WORKBOOK	p. 9 (act. 11b), p. 60 (act. 38), p. 81 (act. 21), p. 82 (act. 22), p. 114 (act. 25b), p. 120 (act. 37), p. 142 (act. 20), p. 147 (act. 28, 29), p. 180 (act. 33)
ONLINE	**Differentiation Worksheets:** Ch. 1, Worksheet 2A (act. 33), Ch. 3; Worksheet 2B (act. 37, 38); Ch. 4, Worksheet 2A & 2B (act. 31) **Heritage Worksheets:** Ch. 1: Worksheet 1 p. 4 (act. E); Ch. 2: Worksheet 1 p. 4 (act. B); Ch. 3: Worksheet 2 p. 2 (act. 50f); Ch. 4 Worksheet 1 p. 3 (act. F), Worksheet 2 (act. 46B); Ch. 6 Worksheet 1 p. 1 (act. 22b), Worksheet 4 p. 3 (act. d) **Interactive Activities:** Ch. 3 (act. 22); Ch. 6 (act. 43) **Assessment Program, *Evaluaciones IPA*:** Ch. 1 (act. Presentational Writing); Ch. 2 (act. Presentational Writing); Ch. 3 (act. Presentational Writing); Ch. 6 (act. Presentational Writing)

(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

STUDENT EDITION	p. 19 (act. 73), p. 51 (act. 33), p. 57 (act. 58), p. 63 (act. *Proyecto individual*), p. 144 (act. 20), p. 150 (act. 51), p. 181 (act. 37)
TEACHER'S EDITION	p. 29 (act. C Planning: Differentiated instruction), p. 51 (act. 33 Extending), p. 71 (act. *Diario de aprendizaje y exploración*), p. 93 (act. E Planning), p. 101 (act. *Diario de aprendizaje y exploración*), p. 127 (act. D Planning), p. 135 (act. *Diario de aprendizaje y exploración*), p. 159 (act. D Planning), p. 169 (act. *Diario de aprendizaje y exploración*), p. 190 (act. F Planning), p. 199 (act. *Diario de aprendizaje y exploración*)
WORKBOOK	p. 10 (act. 13), p. 19 (act. 30), p. 21 (act. 32), p. 22 (act. 34), p. 23 (act. 36), p. 39 (act. 2), p. 43 (act. 7, 8), p. 53 (act. 23), p. 86 (act. 30), p. 127 (act. 50), p. 129 (act. 52), p. 135 (act. 8), p. 140 (act. 16), p. 150 (act. 32a), p. 175 (act. 23)
ONLINE	**Differentiation Worksheets:** Ch. 2, Worksheet 1B (act. *Un desafío*); Worksheet 2A (act. 29c); Ch. 4, Worksheet 1B (act. *Un desafío*); Ch. 5, Worksheet 1B (act. *Un desafío*); Worksheet 3B (act. *Un desafío* B) **Heritage Worksheets:** Ch. 2: Worksheet 2 pp. 1-3 (act. A, B, C); Ch. 5 Worksheet 2 p. 4 (act. B) **Interactive Activities:** Ch. 1 (act. 2); Ch. 2 (act. 4, 38); Ch. 4 (act. 37)

(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:

(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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STUDENT EDITION	p. 4 (act. 2, 3), p. 8 (act. 20, 21, 23, 24), p. 10 (act. 27, 28, 30, 32), p. 18 (act. 66), p. 25 (act. 89), p. 27 (act. 94), p. 45 (act. 4), p. 48 (act. 16-18), p. 57 (act. 58), p. 59 (act. 60, 63), p. 61 (act. 65), p. 89 (act. 80, 81), p. 91 (act. 84), p. 104 (act. 4), p. 114 (act. 41), p. 120 (act. 67), p. 125 (act. 81), p. 139 (act. 5), p. 142 (act. 14, 15), p. 144 (act. 18, 21), p. 150 (act. 49), p. 155 (act. 63, 64, 66), p. 176 (act. 20)
TEACHER'S EDITION	p. 16 (act. 56 Planning), p. 24 (act. 87 Planning), p. 28 (act. A Planning), p. 50 (act. 29 Extending), p. 57 (act. 57 Planning, Heritage learners), p. 92 (act. B Planning), p. 134 (act. 2)
WORKBOOK	p. 2 (act. 1a, 1b), p. 3 (act. 2a), p. 38 (act. 1), p. 72 (act. 5), p. 103 (act. 5), p. 104 (act. 6), p. 133 (act. 4), p. 134 (act. 6), p. 135 (act. 7, 8), p. 144 (act. 19 Extending), p. 148 (act. 30)
ONLINE	**Differentiation Worksheets:** Ch. 1, Worksheet 1 (act. 21-24); Ch. 2, Worksheet 1 (act. 17, 18); Ch. 3, Worksheet 1 (act. 25, 27); Worksheet 3 (act. 47); Ch. 4, Worksheet 1A (act. 19, 20); Worksheet 1B (act. 18); Worksheet 3A & 3B (act. 41); Ch. 5, Worksheet 1A (act. 19a, 19b), Worksheet 1B (act. 19) **Heritage Worksheets:** Ch. 4: Worksheet 2 pp. 1-3 (act. 41A-41C) **Interactive Activities:** Ch. 1 (act. 3, 7, 8, 43, 44); Ch. 2 (act. 3, 5, 36, 37); Ch. 3 (act. 5); Ch. 4 (act. 1, 2, 5, 6, 22, 36); Ch. 5 (act. 7) **Authentic Resource Bank:** Ch. 1, Ch. 2, Ch. 4, Ch. 5, Ch. 6 **Assessment Program, *Evaluaciones IPA*:** Ch. 2 (act. Interpretive Reading 1-5); Ch. 5 (act. Interpretive Reading 1-5); Ch. 6 (act. Interpretive Reading 1-5)

(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources

STUDENT EDITION	p. 4 (act. 2), p. 24 (act. 88), p. 25 (act. 90), p. 26 (act. 93), p. 27 (act. 94), p. 44 (act. 1), p. 45 (act. 5, 7, *Foro de discusión*), p. 48 (act. 21, 23, 24, 25), p. 54 (act. 44, 45), p. 56 (act. 56), p. 61 (act. 66, 67), p. 74 (act. 6), p. 75 (act. 9, 12), p. 80 (act. 32), p. 91 (act. 85), p. 104 (act. 4, 5), p. 105 (act. 9), p. 123 (act. 74), p. 142 (act. *Foro de discusión*), p. 144 (act. 19, *Foro de discusión*), p. 155 (act. 67), p. 172 (act. 3, 6), p. 173 (act. 7)
TEACHER'S EDITION	p. 54 (act. 44 Extending), p. 86 (act. 74 Extending), p. 91 (act. 84 Extending), p. 157 (act. 70 Extending, 74 Extending), p. 112 (act. 33 Planning), p. 120 (act. 66-67 Planning, 66 Extending), p. 142 (act. 17 Extending), p. 152 (act. 58 Extending), p. 173 (act. 7 Extending), p. 181 (act. 36 Extending)
WORKBOOK	p. 27 (act. 43), p. 75 (act. 10), p. 165 (act. 2), p. 41 (act. 2), p. 59 (act. 37), p. 71 (act. 4), p. 103 (act. 4), p. 104 (act. 6), p. 119 (act. 35), p. 151 (act. 33), p. 165 (act. 2)
ONLINE	**Differentiation Worksheets:** Ch. 2, Worksheet 1B (act. 24); Ch. 4, Worksheet 1B (act. 16); Ch. 6, Worksheet 2A (act. 7a, 9) **Interactive Activities:** Ch. 2 (act. 1)

(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

STUDENT EDITION	p. 6 (act. 8-10, 12-14, 16), p. 8 (act. 25), p. 13 (act. 39, 40), p. 23 (act. 86), p. 46 (act. 8-10, 13), p. 48 (act. 23, 24), p. 58 (act. 59), p. 59 (act. 61, 62), p. 76 (act. 14-19), p. 78 (act. 30), p. 80 (act. 36), p. 106 (act. 10-12), p. 108 (act. 19, 20), p. 125 (act. 83), p. 140 (act. 8-10), p. 147 (act. 33), p. 151 (act. 54, 55), p. 157 (act. 71), p. 174 (act. 11-15, 17), p. 182 (act. 38)
TEACHER'S EDITION	p. 23 (act. 86 Planning), p. 47 (act. 12 Planning, 13 Extending), p. 58 (act. 59 Planning), p. 59 (act. 61 Planning), p. 78 (act. 29 Extending), p. 88 (act. 79 Planning), p. 125 (act. 79 Extending), p. 154 (act. 62 Extending), p. 157 (act. 71 Planning, Extending), p. 187 (act. 57 Extending)
WORKBOOK	p. 5 (act. 6a), p. 27 (act. 43), p. 40 (act. 3), p. 57 (act. 33), p. 71 (act. 4), p. 102 (act. 1, 2), p. 114 (act. 26), p. 132 (act. 2), p. 148 (act. 30), p. 159 (act. 43)
ONLINE	**Differentiation Worksheets:** Ch. 1, Worksheet 1A and 1B (act. 25); Ch. 2, Worksheet 1A and 1B (act. 24); Ch. 3, Worksheet 1 (act. 30); Worksheet 2B (act. 36); Ch. 4, Worksheet 1A (act. 24) **Heritage Worksheets:** Ch. 2: Worksheet 1 pp. 2-3 (act. 22, 23, 24a); Ch. 3: Worksheet 1 p. 3 (act. 30a); Ch. 6 Worksheet 4 p. 1 (act. 38a, 38b) **Interactive Activities:** Ch. 1 (act. 4-6); Ch. 3 (act. 4, 10); Ch. 4 (act. 35); Ch. 5 (act. 2, 3); Ch. 6 (act. 3, 4)

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Authentic Resource Bank: Ch. 3
Assessment Program, *Evaluaciones IPA*: Ch. 1 (act. Interpretive Viewing 1-5); Ch. 3 (act. Interpretive Viewing 1-5); Ch. 4 (act. Interpretive Viewing 1-5)

(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources

STUDENT EDITION	p. 6 (act. 17), p. 45 (act. 4-7), p. 46 (act. 14), p. 48 (act. 25), p. 76 (act. 21, 22, 23), p. 85 (act. 68, 69), p. 105 (act. 9), p. 106 (act. 15, *Foro de discusión*), p. 108 (act. 19, 20), p. 116 (act. 52), p. 125 (act. 84), p. 140 (act. 12, 13), p. 151 (act. 56), p. 155 (act. 68), p. 183 (act. 47, 48)
TEACHER'S EDITION	p. 28 (act. 44), p. 55 (act. 55 Planning), p. 59 (act. 61 Extending), p. 108 (act. 16-20 Planning), p. 109 (act. 25 Extending), p. 123 (act. 76 Planning), p. 135 (act. Frequent word combinations), p. 155 (act. 63 Planning, 66-67 Planning, 68 Extending)
WORKBOOK	p. 5 (act. 6b), p. 27 (act. 27, *Atención* box), p. 103 (act. 4), p. 148 (act. 30)
ONLINE	**Differentiation Worksheets:** Ch. 4, Worksheet 1B (act. 20); Ch. 5, Worksheet 2B (act. 33) **Interactive Activities:** Ch. 4 (act. 4)

(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:

(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

STUDENT EDITION	p. 18 (act. 68), p. 21 (act. 79), p. 23 (act. 86), p. 25 (act. 91), p. 26 (act. 93), p. 27 (act. 97), p. 28 (*Proyectos: En grupo*), p. 55 (act. 55), p. 89 (act. 82), p. 92 (*Proyectos: En grupo*), p. 105 (act. 9), p. 108 (act. 26), p. 126 (*Proyectos: En grupo*), p. 139 (act. 7), p. 158 (*Proyectos: En grupo*), p. 173 (act. 9), p. 181 (act. 37), p. 186 (act. 55), 189 (act. 61), p. 190 (*Proyectos: En grupo*)
TEACHER'S EDITION	p. 47 (act. 15 planning), p. 53 (act. 43 Extending), p. 61 (act. 67 Extending), p. 89 (act. 82 Extending), p. 109 (act. 25 Extending), p. 111 (act. 31 Heritage learners), p. 120 (act. 66 Extending), p. 126 (act. C Planning), p. 158 (act. D Planning), p. 173 (act. 9 Planning), p. 174 (act. 10 Planning), p. 196 (act. 1, 2), p. 198 (act. 1 *Mapas y Geografía*)
WORKBOOK	p. 28 (act. 45), p. 91 (act. 40b), p. 92 (act. 42b), p. 151 (act. 34b), p. 176 (act. 25b), p. 181 (act. 34)
ONLINE	**Cultural Comparison Worksheets:** Ch. 1-6 (act. 1) **Additional Projects:** Ch. 3-4 (act. *En grupo: Celebraciones tradicionales*) **Differentiation Worksheets:** Ch. 4, Worksheet 1B (act. 26, *Un desafío*); Worksheet 3B (act. *Un desafío*) **Heritage Worksheets:** Ch. 1: Worksheet 1 p. 4 (act. F); Ch. 4 Worksheet 2 (act. 47); Ch. 5 Worksheet 2 p. 6 (act. C), Worksheet 3 p. 1 (act. 3) **Interactive Activities:** Ch. 1 (act. 45); Ch. 2 (act. 33); Ch. 3 (act. 6, 40, 42); Ch. 4 (act. 26, 32); Ch. 5 (act. 34); Ch. 6 (act. 25) **Assessment Program, *Evaluaciones IPA*:** Ch. 4 (act. Presentational Speaking)

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(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

STUDENT EDITION	p. 6 (act. 18), p. 13 (act. 38, 44), p. 14 (act. 50), p. 17 (act. 63), p. 18 (act. 67), p. 21 (act. 79), p. 29 (*Proyectos*: *Individual*), p. 44 (act. 3), p. 48 (act. 17, 20), p. 55 (act. 54), p. 62 (*Proyectos*: *En grupo*), p. 63 (*Proyectos*: *Individual*), p. 78 (act. 25), p. 87 (act. 77), p. 91 (act. 86), p. 93 (*Proyectos*: *Individual*), p. 106 (act. 13), p. 111 (act. 31), p. 115 (act. 46), p. 117 (act. 54), p. 118 (act. 58), p. 120 (act. 67), p. 122 (act. 72), p. 127 (*Proyectos*: *Individual*), p. 144 (act. 20), p. 159 (*Proyectos*: *Individual*), p. 172 (act. 2), p. 181 (act. 37)
TEACHER'S EDITION	p. 29 (act. C Planning: Differentiated instruction), p. 41 (act. 2 Differentiated instruction), p. 48 (act. 20 Planning), p. 68 (act. 2), p. 82 (act. 47 Differentiated instruction), p. 84 (act. 65 Differentiated instruction), p. 87 (act. 78 Extending), p. 93 (act. D Planning), p. 118 (act. 58-59 Planning), p. 120 (act. 66 Extending), p. 127 (act. C Planning), p. 134 (act. 1), p. 149 (act. 47 Differentiated instruction), p. 159 (act. D Planning), p. 177 (act. 24 Extending)
WORKBOOK	p. 2 (act. 1b), p. 3 (act. 2b), p. 16 (act. 24b), p. 29 (act. 47b), p. 58 (act. 35), p. 60 (act. 39), p. 65 (act. 48), p. 73 (act. 6a), p. 91 (act. 40), p. 92 (act. 41), p. 116 (act. 30), p. 120 (act. 37), p. 150 (act. 32), p. 151 (act. 34a), p. 166 (act. 5), p. 169 (act. 10), p. 176 (act. 25a), p. 181 (act. 34), p. 187 (act. 43)
ONLINE	**Cultural Comparison Worksheets:** Ch. 1-6 (act. 2) **Additional Projects:** Ch. 5-6 (act. *Individual*: *Un collage del curso de español*) **Differentiation Worksheets:** Ch. 1, Worksheet 2A (act. 37); Ch. 2, Worksheet 1B (act. 20); Ch. 3, Worksheet 3B (act. *Un desafío*); Ch. 4, Worksheet 2B (act.32); Ch. 5, Worksheet 2B (act. 31) **Heritage Worksheets:** Ch. 1: Worksheet 1 p. 5 (act. B); Ch. 2: Worksheet 1, p. 1 (act. 21d); Ch. 3 Worksheet 3 (act. 82c); Ch. 4 Worksheet 3 (act. 2); Ch. 5 Worksheet 3 p. 2 (act. Actividad adicional) **Interactive Activities:** Ch. 2 (act. 35, 39); Ch. 3 (act. 1, 35, 41, 43); Ch. 4 (act. 30, 50); Ch. 5 (act. 32, 41); Ch. 6 (act. 5, 10, 24, 31) **Assessment Program, *Evaluaciones IPA*:** Ch. 5 (act. Presentational Writing)

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