

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

2022 Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

Subject – 3113
***EntreCultures 3* / Instructional Material Program**
Grades 9-12

Page Number(s)	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
Pages 23-24, 33, 101, 117, 135, 151, 200	Intermediate-Low a) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed.
Pages 178-179, 195, 203, 222, 244, 256, 264, 282	Intermediate-Mid a) I can identify the topic and related information in texts, spontaneous conversations, or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed.
	2) Reading
Pages 17, 23-24, 40, 50, 62, 70, 86, 134, 208	Intermediate-Low a) I can identify the topic and related information in short and simple texts, on familiar topics when, read.
Pages 126, 178-179, 200, 217, 224, 263, 272	Intermediate-Mid a) I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when viewed or read.
	2. Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
	1) Communication
Pages 26, 31, 43, 45, 50, 65, 69, 77, 80, 91, 101, 116, 135	Intermediate-Low a) I can participate in conversations on a number of familiar topics using simple sentences.

Pages 28, 79, 81, 99, 118, 132	Intermediate-Low b) I can handle short social interactions in everyday situations by asking and answering simple questions.
Pages 149, 165, 179, 195, 232, 273	Intermediate-Mid a) I can participate in conversations on familiar topics using sentences and series of sentences.
Pages 234, 244, 259, 270, 277, 286	Intermediate-Mid b) I can handle short social interactions in everyday situations by asking and answering a variety of questions.
Pages 156, 170, 222, 231, 263, 272	Intermediate-Mid c) I can usually say or sign what I want to about myself and my everyday life.
	3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	1) Speaking/Signing
Pages 26, 51, 71, 202	Intermediate-Low a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.
Pages 91, 101, 103, 124, 166, 179, 180, 184	Intermediate-Low b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.
Pages 138, 145, 151, 182, 223, 228, 236, 245, 265, 278	Intermediate-Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
Pages 117, 124, 182, 184, 223, 236	Intermediate-Mid b) I can reproduce some familiar words, phrases or signs in culturally appropriate ways.
	2) Writing
Pages 57, 142	Intermediate-Low a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.
Pages 84, 109, 166, 209	Intermediate-Low b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.

Pages 131, 149, 157, 185, 218, 229, 251, 269, 277	Intermediate-Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying visual aids.
Pages 171, 213, 228, 239, 243	Intermediate-Mid b) I can reproduce some familiar words, characters, or phrases in culturally appropriate ways.
	Goal 2: Culture Interact with Cultural Competence and Understanding.
	1. Relating Cultural Practices to Perspectives Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Pages 51, 81, 91, 142, 270, 289	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
Pages 225, 287	Intermediate b) I can explain different traditions and customs of the target cultures in simple terms.
Pages 15, 128, 136, 275	Intermediate c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
Pages 15, 46, 71, 84, 96, 136, 148, 172, 188, 233	Intermediate d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
Pages 84, 148, 225, 287	Intermediate e) I can discuss and evaluate some commonly held generalizations about the target culture.
	2. Relating Cultural Products to Perspectives Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Pages 34, 198, 266, 287	Intermediate a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
Pages 6-7, 62, 161, 178, 255, 266	Intermediate b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
Pages 198, 287	Intermediate c) I can identify and explain the influence of the target language and cultures on the products of my own culture.
Page 266	Intermediate d) I can explain how geography impacts the products of diverse target-language communities.

Pages 23-24, 62, 178-179, 266	Intermediate e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.
	Goal 3: Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
	1. Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Pages 182, 224, 262-263	Intermediate a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.
Pages 23-24, 62, 178-179	Intermediate b) I can apply information gathered through target language resources to other content areas in order to supplement learning.
	2. Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Pages 108, 156, 195, 208, 296	Intermediate 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.
Pages 23-24, 62, 70, 82-83, 136, 165, 168-169, 178-179, 195, 217, 224, 269	Intermediate b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.
	Goal 4: Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.
	1. Language Comparisons Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Pages 16, 96, 193, 199, 263	Intermediate 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.
Pages 45, 75, 121, 126, 195, 228, 243, 273, 288	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.

Pages 22, 35, 47, 78, 88, 100, 129, 139, 146-147, 176, 189, 199, 227, 235, 241, 267, 276, 284-285	Intermediate 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.
Pages 30, 45, 279	Intermediate 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.
	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.
Pages 75, 96, 199	Intermediate a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
Pages 15, 34, 46, 71, 84, 128, 172, 188, 198, 225, 233, 266, 275, 287	Intermediate 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.
Pages 84, 233	Intermediate 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.
Pages 84, 148, 172, 188	Intermediate d) I can take the perspective of those from different cultures to build empathy.
	Goal 5: Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	1. Schools and Global Communities Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Pages 156-157, 229, 245	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial
Pages 109, 157, 229, 237, 250, 251	Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.

Pages 229, 237	Intermediate c) I can communicate on a personal level with a native speaker.
Pages 108-109, 180, 192, 203, 208-209, 250-251, 278	Intermediate d) I can take part in target-language related activities to benefit my school and/or community.
	2. Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Pages 109, 157, 229, 237, 245, 250, 251	Intermediate a) I can demonstrate a willingness to interact with native speakers.
Pages 136, 275	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
Pages 172, 188, 192	Intermediate c) I can identify current topics or events of interest within the target cultures.
Pages 23-24, 62, 178-179, 262-263, 270, 275	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.