

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

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

Subject – 3167
***Azulejo* / 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 9, 23, 34, 58, 100, 115, 127, 139, 151, 170, 183, 190, 202	Advanced-Low 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.
Pages 222, 234, 256, 293, 308, 316, 334, 346, 362, 331, 402, 412, 464, 472, 482	Advanced-Mid a) I can identify, understand, and summarize the main message and most supporting details across major time frames in spontaneous conversations, discussions, and presentations when heard, signed, or viewed in most genre, even when I'm unfamiliar with the topic.
	2) Reading
Pages 12, 23, 26, 29, 34, 100, 152	Advanced-Low 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.
Pages 222, 244, 299, 304, 308, 355, 482	Advanced-Mid a) I can identify, follow, and summarize the main topic and most supporting details across major time frames in texts in most genre even when I'm unfamiliar with the topic.
	2. Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

	1) Communication
Pages 9, 14, 16, 35, 37-38, 98, 100, 132, 152, 156, 210, 212	Advanced-Low 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.
Pages 12, 49, 109, 132, 151, 187, 202	Advanced-Low b) I can talk in an organized way and with some detail about events and experiences in various time frames.
Pages 9, 14, 49, 98, 127, 132, 151, 152, 170, 190	Advanced-Low c) I can describe people, places, and things in an organized way with varied details.
Pages 59, 211	Advanced-Low d) I can handle a familiar situation with an unexpected complication.
Pages 234, 243, 244, 245, 264, 265, 298, 304, 355, 381, 412, 417, 464, 481	Advanced-Mid a) I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.
Pages 226, 298, 312, 334, 362, 397, 412, 476, 487	Advanced-Mid b) I can talk or sign in detail and in an organized way about events and experiences by using probing questions and providing detailed responses across various time frames.
Pages 299, 488	Advanced-Mid c) I can confidently handle routine situations with an unexpected complication.
Pages 234, 265, 266, 299, 300, 308, 320, 362, 372, 468, 482, 490	Advanced-Mid d) I can share my point of view discussions on some complex issues.
	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 13, 36, 59, 152, 155, 212	Advanced-Low 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.
Pages 14, 29, 36, 37, 49, 50, 59, 60, 62, 109, 152, 211	Advanced-Low b) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a presentation to a variety of settings.
Pages 15, 34, 60, 151, 153	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.

Pages 14, 16, 23, 35, 36, 38, 59, 60, 61, 62, 151, 152, 155	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.
Pages 14, 23, 29, 35, 38, 49, 50, 58, 60, 152, 153, 211	Advanced-Low e) I can describe, narrate, and compare across all major time frames through spoken, written, or signed language.
Pages 227, 235, 262, 299, 312, 334, 362, 382, 403, 464, 488	Advanced-Mid a) I can deliver well organized presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that speakers/signers of the language easily understand.
Pages 227, 242, 265, 308, 355, 382, 384, 403, 469	Advanced-Mid b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings in various time frames.
Pages 228, 243, 245, 298, 317, 382, 387, 402, 405, 465, 467, 490	Advanced-Mid c) I can present complex, detailed, organized, and culturally relevant information.
Pages 264, 299, 317, 466, 488	Advanced-Mid d) I can apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues.
Pages 227, 234, 243, 264, 268, 317, 336, 381, 383, 387, 397, 403, 466	Advanced-Mid e) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.
2) Writing	
Pages 23, 34, 36, 115	Advanced-Low a) I can compose organized work 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 readers of the target language understand.
Pages 13, 36, 59, 153, 211	Advanced-Low 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.
Pages 13, 16, 38	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.
Pages 12, 16, 23, 34, 35, 59, 127, 152	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.

Pages 9, 13, 37, 50, 58, 59, 61, 152, 212	Advanced Low e) I can describe, narrate, and compare across all major time frames when writing.
Pages 227, 234, 317, 383, 404, 466, 490	Advanced-Mid a) I can deliver compose well organized material presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that readers of the language easily understand.
Pages 264, 318, 467	Advanced-Mid b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt material a presentation to a variety of settings in various time frames.
Pages 234, 317, 404, 466	Advanced-Mid c) I can present complex, detailed, organized, and culturally relevant information.
Pages 264, 317, 383, 466, 468	Advanced-Mid d) I can apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues.
Pages 227, 404, 466, 469, 490	Advanced-Mid e) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.
	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 12, 60, 121, 152, 155, 156, 187, 227, 243, 262, 298, 355, 388, 403, 476	Advanced a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.
Pages 100, 234	Advanced b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
Pages 23, 320	Advanced c) I can participate in and analyze cultural events.
Pages 9, 12, 14, 23, 35, 50, 210, 227, 256, 262, 264, 382, 386, 469	Advanced d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
Pages 16, 29, 35, 223, 227, 243, 262, 264, 265, 266, 298, 384, 467, 469	Advanced e) I can examine and discuss global issues and challenges affecting the target cultures.

Pages 12, 38, 59, 212, 243, 308, 318, 319, 385	Advanced f) I can more accurately analyze 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 58, 154, 299, 300, 397, 408, 417, 465	Advanced a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.
Pages 37-38, 155-156, 228-229, 265-266, 318-320, 404-405, 489-490	Advanced b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
Pages 16, 60-61, 211-212, 244-245, 300-301, 385-388, 468-469	Advanced 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.
Pages 16, 37, 60, 155, 228, 244, 265, 300, 318, 385, 404, 468, 489	Advanced 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.
	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 9, 12, 14, 29, 35, 49, 50, 60, 61, 109, 227, 264, 265, 317, 382, 386, 466	Advanced a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.
Pages 14, 38, 243, 264, 317, 318, 383, 466, 488	Advanced b) I can locate target language resources in order to analyze and synthesize information for use in other content areas.
	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 38, 156, 264, 317, 383, 466, 488	Advanced a) I can synthesize information acquired from authentic target-language sources.
Pages 59, 61, 154, 383, 403, 466	Advanced b) I can use authentic sources to analyze and convey 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.
	Advanced 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.
Pages 12, 23, 26, 29, 36, 37, 50, 222, 226, 228, 242, 262, 264, 304, 312, 316, 402, 403, 412, 417	Advanced 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.
Pages 9, 226, 262, 298, 372, 417	Advanced 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.
	Advanced d) I can use idiomatic expressions in a wide variety of social contexts.
	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 9, 115, 152, 153, 300, 317, 381	Advanced a) I can apply appropriate verbal and nonverbal behavior between cultures in a wide variety of settings.
Pages 9, 14, 34, 50, 60, 222, 242, 265, 319, 382, 385, 397, 402, 408, 418, 467, 469, 488	Advanced 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.

Pages 265, 308, 336, 372, 382, 385, 386, 387, 417, 468, 469, 490	Advanced 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.
Pages 23, 26, 190, 202, 222, 228, 229, 242, 308, 326, 355, 362, 386, 404, 412, 482	Advanced 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 13, 35-36, 152-154, 227, 243, 264, 299, 317-318, 103-404, 466-467, 488, 490	Advanced a) I can articulate the benefits of being able to communicate in more than one language.
Pages 13, 14, 35, 38, 59, 152, 211, 264, 318, 383, 403, 467, 488, 490	Advanced b) I can interact appropriately in the target language in real-life situations.
Pages 59, 158, 211, 488, 490	Advanced c) I can contribute equally in personal communications with a native speaker.
Pages 488, 490	Advanced d) I can use the target language to serve my community within and outside of an academic setting.
	2. Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Pages 488, 490	Advanced a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.

Pages 13, 35-36, 59-60, 152-154, 211-212, 227, 243, 264, 299, 317-318, 382-384, 103-404, 466-467, 488, 490	Advanced b) I can use a variety of sources from the target language or culture for entertainment or personal growth.
Pages 16, 29, 35, 223, 227, 243, 262, 264, 265, 266, 298, 384, 467, 469	Advanced c) I can critically discuss current topics or events within the target cultures.
Pages 36, 212, 382-384, 403, 467, 468, 469, 488	Advanced d) I can pursue personal interests in various aspects of the target cultures.