

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

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

Subject – 3165
***Triángulo APreciado 6/e* / 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 42, 43, 66, 67, 84, 85, 130	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.
Pages 130, 164, 165, 208, 226, 282	Intermediate-High b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.
Pages 42, 66, 67, 84-86, 130	Intermediate-High c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.
Pages 130, 164, 165, 208, 226, 282	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.
	2) Reading
Pages 26, 82, 104, 105, 130, 144	Intermediate-High 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.
Pages 27, 85, 145, 164	Intermediate-High b) I can sometimes follow stories and descriptions about events and experiences in various time frames.

Pages 130, 144, 190, 202, 208, 226, 268	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.
	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, 27, 36, 57, 61, 123	Intermediate-High a) I can participate with spontaneity and fluency in conversations on familiar topics.
Pages 15, 60, 76, 87, 96, 122, 125, 132	Intermediate-High b) I can usually talk or sign about events and experiences in various time frames.
Pages 17, 31, 45, 68, 99, 106, 132, 134, 139	Intermediate-High c) I can usually describe people, places, and things with some detail.
Pages 21, 37, 44, 99, 135, 146, 157, 159	Intermediate-High d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
166, 185, 190, 202, 211, 216, 220, 226, 245	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 192, 202, 217, 228, 263, 271	Advanced-Low b) I can talk in an organized way and with some detail about events and experiences in various time frames.
Pages 192, 247, 275	Advanced-Low c) I can describe people, places, and things in an organized way with varied details.
Pages 185, 199, 220, 255, 260, 263	Advanced-Low d) I can handle a familiar situation with an unexpected complication.
	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 9, 17, 61, 71, 77, 134, 159	Intermediate-High 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.
Pages 21, 37, 45, 97, 108, 125, 139, 169	Intermediate-High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.

Pages 134, 194, 199, 213, 271	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 125, 159, 202	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 169, 220	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.
Pages 139, 185, 247, 257, 263, 277	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.
Pages 230, 286	Advanced-Low e) I can describe, narrate, and compare across all major time frames through spoken, written, or signed language.
2) Writing	
Pages 29, 30, 96, 159	Intermediate-High 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.
Pages 92, 149, 122, 134, 156, 168	Intermediate-High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.
Pages 149, 231	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 122, 149, 168, 231	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 134, 155	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.
Pages 149, 231, 287	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.
Pages 122, 159	Advanced Low e) I can describe, narrate, and compare across all major time frames when writing.
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 15, 27, 118, 134, 166	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
Pages 68, 119, 124, 130, 132, 173	Intermediate b) I can explain different traditions and customs of the target cultures in simple terms.
Pages 4, 15, 21, 27, 87, 106	Intermediate c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
Pages 44, 146, 160, 166, 169	Intermediate d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
Pages 17, 44, 68, 77, 134, 166, 169	Intermediate e) I can discuss and evaluate some commonly held generalizations about the target culture.
Pages 121, 153, 197, 215, 217, 273	Advanced a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.
Pages 202, 207	Advanced b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
Pages 121, 122, 124, 125, 134	Advanced c) I can participate in and analyze cultural events.
Pages 125, 130, 132, 189, 192	Advanced d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
Pages 154, 156, 157, 158, 159, 166-167, 168-169, 176-177, 198-199, 211	Advanced e) I can examine and discuss global issues and challenges affecting the target cultures.
Pages 132, 192, 200-201, 211	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 4, 48, 56, 62, 68, 120, 176	Intermediate a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
Pages 106, 130, 142, 148	Intermediate b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.

Pages 8, 44, 66, 123, 129	Intermediate c) I can identify and explain the influence of the target language and cultures on the products of my own culture.
Pages 16, 24, 27, 43, 61, 66, 99, 180	Intermediate d) I can explain how geography impacts the products of diverse target-language communities.
Pages 14, 66, 106, 107	Intermediate e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.
Pages 122, 124, 137	Advanced a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.
Pages 133, 144, 148, 188, 213	Advanced b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
Pages 185, 192-193, 212, 218-219, 226-227, 270-271	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 188, 224-225, 226-227, 228,	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 16, 40, 128	Intermediate a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.
Pages 12, 13, 36, 103, 147	Intermediate b) I can apply information gathered through target language resources to other content areas in order to supplement learning.
Pages 163, 148-149	Advanced a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.
Pages 146-148, 224	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 12, 36, 64, 102, 125, 128, 148	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 24, 82, 102, 163	Intermediate b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.
Pages 132-133, 188-189	Advanced a) I can synthesize information acquired from authentic target-language sources.
Pages 149, 163, 166-168	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.
Pages 10, 62, 81, 126	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.
Page 7	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.
Pages 49, 113, 134, 175	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 11, 23, 30, 47, 51, 119, 134	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.
Pages 6, 214	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.

Page 268	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 172-173, 174-175, 236-237, 292-293	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.
Pages 51, 202	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 6, 18, 75, 122, 134, 169	Intermediate a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
Pages 4, 15, 19, 72, 99, 136, 155	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 5, 39, 54, 58, 114, 125	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 106, 125, 154, 159, 177	Intermediate d) I can take the perspective of those from different cultures to build empathy.
Pages 134, 169, 194	Advanced a) I can apply appropriate verbal and nonverbal behavior between cultures in a wide variety of settings.
Pages 134, 169, 194, 197, 211, 230, 257, 270, 286	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 122, 125, 128-129	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 132, 146, 166, 192, 211, 228, 255, 270, 284	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 4, 7, 17, 31, 57, 121, 155, 183	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial
Pages 15, 32, 45, 57, 73, 79, 96, 121, 138	Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.
Pages 7, 57, 73, 121, 157	Intermediate c) I can communicate on a personal level with a native speaker.
Pages 17, 35, 81, 106, 108, 176	Intermediate d) I can take part in target-language related activities to benefit my school and/or community.
Pages 122, 137, 44, 154, 183, 198, 216, 245, 259, 274	Advanced a) I can articulate the benefits of being able to communicate in more than one language.
Pages 123, 138, 157, 184, 199, 217, 246, 261, 275	Advanced b) I can interact appropriately in the target language in real-life situations.
Pages 121, 138, 153, 168, 184, 215, 273	Advanced c) I can contribute equally in personal communications with a native speaker.
Pages 121, 154, 155, 156, 166-167, 197, 198	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 7, 15, 96, 99, 123, 137, 149	Intermediate a) I can demonstrate a willingness to interact with native speakers.
Pages 9, 14, 21	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
Pages 9, 21, 37, 61, 79, 99	Intermediate c) I can identify current topics or events of interest within the target cultures.
Page 54	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.

Pages 168, 216, 238, 259, 260, 271, 274	Advanced a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.
Pages 122, 134, 146, 149, 166, 169, 192, 194, 212, 213, 228, 230, 231, 256, 257, 260, 270, 271	Advanced b) I can use a variety of sources from the target language or culture for entertainment or personal growth.
Pages 12, 139, 159, 185, 202, 220, 247, 263, 277	Advanced c) I can critically discuss current topics or events within the target cultures.
Pages 122, 184, 260-261	Advanced d) I can pursue personal interests in various aspects of the target cultures.