

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

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

Subject – 3115
APprenons 2/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 5, 12, 18, 62, 81, 126, 176-177, 205, 259	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 33, 63, 150, 223	Intermediate-High b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.
Pages 5, 11, 96, 111, 159	Intermediate-High c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.
Pages 222, 269, 307, 357, 420	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 28-29, 74-76, 106-108, 216-217, 248-249, 262-264	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 14-15, 77-80, 152-155, 202-203	Intermediate-High b) I can sometimes follow stories and descriptions about events and experiences in various time frames.
Pages 202-203, 248-249, 302-303, 318-319, 368-371, 416-417, 448-449, 462-463	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 26, 40, 72, 88, 118, 134	Intermediate-High a) I can participate with spontaneity and fluency in conversations on familiar topics.
Pages 20-21, 34-35, 64-65, 82-83, 88, 128-129, 178-179, 184, 214	Intermediate-High b) I can usually talk or sign about events and experiences in various time frames.
Pages 40, 112-113, 134, 160-161, 224-225, 260	Intermediate-High c) I can usually describe people, places, and things with some detail.
Pages 26, 72, 112-113, 118, 232, 260, 276	Intermediate-High d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
Pages 208-209, 270-271, 316, 366, 430, 468-469	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 224-225, 308-309, 324-325, 358-359, 382, 414, 422-423	Advanced-Low b) I can talk in an organized way and with some detail about events and experiences in various time frames.
Pages 254-255, 276, 332, 376-377, 382, 408-409, 430, 454-455, 460, 474	Advanced-Low c) I can describe people, places, and things in an organized way with varied details.
Pages 214, 232, 276, 332, 366, 430	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 27, 41, 73, 119, 135, 215, 277	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 89, 169, 185, 261	Intermediate-High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.
Pages 215, 261, 277, 317, 333, 367, 383, 415, 431, 461, 475	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 233, 333, 383, 431, 475	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 317, 367, 415	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.
Pages 344, 349, 389	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.
Pages 215, 233, 261, 277, 317, 333, 367, 431	Advanced-Low e) I can describe, narrate, and compare across all major time frames through spoken, written, or signed language.
	2) Writing
Pages 22-25, 36-39, 66-69, 130-133, 162-165, 256-259, 272-275	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 36-39, 84-87, 114-117, 130-133, 162-165, 180-183	Intermediate-High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.
Pages 210-213, 272-275, 310-315, 326-331, 360-365, 378-381, 410-413, 439, 456-459, 470-473	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 226-231, 256-259, 272-275, 310-315, 378-381, 456-459, 470-473	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 226-229, 310-315, 326-331, 410-413, 439, 456-459	Advanced-Low c) I can present detailed and organized information, raise awareness, and question assumptions.
Pages 210-213, 226-229, 310-315, 326-331, 343, 378-381, 424-429, 470-473	Advanced-Low d) I can apply relevant resources to examine and defend a viewpoint.
Pages 210-213, 256-259, 310-315, 360-365, 410-413, 439, 470-473	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 5, 26, 40, 72, 118, 134, 214, 232	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
Pages 11, 47, 53, 119, 147, 169, 185, 198, 233	Intermediate b) I can explain different traditions and customs of the target cultures in simple terms.
Pages 27, 54, 55, 245	Intermediate c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
Pages 11, 47, 53, 55, 73, 135, 147, 169, 185	Intermediate d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
Page 53	Intermediate e) I can discuss and evaluate some commonly held generalizations about the target culture.
Pages 270-271, 308-309, 316, 332, 358-359, 408-409, 414, 430, 454	Advanced a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.
Pages 11, 215, 416-417, 501, 503	Advanced b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
Pages 208-209, 224-225, 308-309, 316, 324-325, 422-423, 454-455	Advanced c) I can participate in and analyze cultural events.

Page 389	Advanced d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
Pages 248-249, 262-264, 285, 317, 318-319, 324-325, 326-331	Advanced e) I can examine and discuss global issues and challenges affecting the target cultures.
Pages 390-391	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 27, 47, 95, 198, 245, 261, 277	Intermediate a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
Pages 52-53	Intermediate b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
Pages 11, 245, 250-252, 265-268, 269, 501, 503	Intermediate c) I can identify and explain the influence of the target language and cultures on the products of my own culture.
Pages 95, 119, 401, 504	Intermediate d) I can explain how geography impacts the products of diverse target-language communities.
Pages 52-53, 77-80	Intermediate e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.
Pages 198, 245, 277, 299, 348, 357, 368-371, 383, 407	Advanced a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.
Pages 368-371, 440-441, 462-463	Advanced b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
Pages 269, 356	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 368-371, 383, 440-441, 454-455, 462-463, 467, 470-473, 475	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.

	<p>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.</p>
	<p>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.</p>
Pages 24, 70, 104-105, 116, 132, 212, 230, 258	Intermediate a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.
Pages 52-53, 77-80	Intermediate b) I can apply information gathered through target language resources to other content areas in order to supplement learning.
Pages 330, 364, 380, 412, 428	Advanced a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.
Pages 350, 443, 462-463	Advanced b) I can locate target language resources in order to analyze and synthesize information for use in other content areas.
	<p>2. Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>
Pages 16-18, 28-29, 60-62, 77-80, 124-126, 156-158, 218-222, 250-252, 289-290	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 22-25, 36-39, 66-71, 84-87, 114-117, 162-167, 180-183, 210-213, 256-259, 272-275	Intermediate b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.
Pages 320-322, 390-391, 418-420, 443, 447, 450-452, 462-463	Advanced a) I can synthesize information acquired from authentic target-language sources.
Pages 210-213, 226-231, 272-275, 310-315, 360-365, 378-381, 410-413, 456-459	Advanced b) I can use authentic sources to analyze and convey the distinctive perspectives of the target cultures.

	<p>Goal 4: Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p>
	<p>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.</p>
Pages 22-25	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 50, 98, 146, 151, 194, 198, 240, 243	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.
Pages 6, 13, 48, 98, 101, 146, 150, 194, 240, 243, 246	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 22-25, 482, 487, 490, 491	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 416-417, 482, 487, 490, 491	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 194, 198, 240, 243, 285, 393,	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 199, 243, 246, 288, 293, 295, 300-301, 345, 349, 389, 391	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 416-417, 437, 438, 482, 487, 490, 491	Advanced d) I can use idiomatic expressions in a wide variety of social contexts.
	<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>

Pages 5, 25, 215	Intermediate a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
Pages 11, 27, 41, 53, 73, 119, 135, 148, 169, 185, 233	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 16-19, 53	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 27, 41, 147-148, 149, 233	Intermediate d) I can take the perspective of those from different cultures to build empathy.
Pages 215, 233, 333, 348	Advanced a) I can apply appropriate verbal and nonverbal behavior between cultures in a wide variety of settings.
Pages 215, 233, 261, 277, 317, 333, 367, 383, 415, 431, 461, 475	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 390-391, 415	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 233, 317, 367, 415, 431, 446-447	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 20-21, 34-35, 40, 64-65, 82-83, 128-129, 160-161, 168, 178-179, 208-209	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial
Pages 26, 40, 72, 82-83, 112-113, 128-129, 160-161, 168, 178-179	Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.

Pages 26, 34-35, 40, 72, 146, 308-309, 316, 460	Intermediate c) I can communicate on a personal level with a native speaker.
Pages 270-271	Intermediate d) I can take part in target-language related activities to benefit my school and/or community.
Pages 270-271, 366	Advanced a) I can articulate the benefits of being able to communicate in more than one language.
Pages 254-255, 332, 358-359, 366, 376-377, 408-409, 414, 422-423, 430, 454-455	Advanced b) I can interact appropriately in the target language in real-life situations.
Pages 34-35, 146, 308-309, 316, 366, 382, 414, 430, 460	Advanced c) I can contribute equally in personal communications with a native speaker.
Pages 308-309, 316, 332	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 20-21, 26, 34-35, 40, 64-65, 82-83, 146, 208-209, 308-309, 316, 460	Intermediate a) I can demonstrate a willingness to interact with native speakers.
Pages 30-32, 127, 133, 159, 175, 176-177, 222, 223, 269	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
Pages 147-151, 152-155, 170-171	Intermediate c) I can identify current topics or events of interest within the target cultures.
Pages 77-80	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.
Pages 208-209, 270-271, 358-359	Advanced a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.
Pages 297, 308-309, 316, 324-325, 422-423, 454-455	Advanced b) I can use a variety of sources from the target language or culture for entertainment or personal growth.

Pages 285, 286, 289-290, 291-293, 302-306, 310-315, 318-319, 320-322	Advanced c) I can critically discuss current topics or events within the target cultures.
Pages 297, 308-309, 324-325, 454-455, 468-469	Advanced d) I can pursue personal interests in various aspects of the target cultures.