

Subject: World Languages

Grades: 9-12

CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 1: Interpretive Communication

EXPECTATION/SUBSTRAND: Goal – Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM1.N.	<p>Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.</p> <p>pp. 6-8, Actividad ,1 Pasos 1-3</p> <p>p. 13, Actividad 7</p> <p>p. 16, Actividad 10; Actividad11</p> <p>p. 17, Actividad 12</p> <p>p. 19, Actividad 15; Actividad 16, Pasos 1-2</p> <p>p. 22, Actividad 18, Pasos 1-2</p> <p>p. 23, Actividad 19, Pasos 1-2</p> <p>p. 25, Actividad 20; Actividad 21</p> <p>p. 26, Actividad 22</p> <p>pp. 28-29, Actividad 25, Pasos 1-3</p> <p>pp. 31-33, Vive entre culturas</p> <p>p. 41, Actividad 2, Pasos 2</p> <p>p. 42, Actividad 3</p> <p>p. 43, Actividad 5, Paso 1</p> <p>p. 44, Actividad 6, Pasos 1-2</p> <p>p. 50, Actividad 10; Actividad 11</p> <p>p. 51, Actividad 12</p> <p>p. 54, Actividad 13, Paso 1</p> <p>p. 56, Actividad 15</p> <p>p. 57, Actividad 16</p> <p>p. 61, Paso 3</p> <p>p. 67, Actividad 24, Paso 1</p> <p>pp. 70-71, Actividad 26, Pasos 1-5</p> <p>p. 72, Actividad 27</p> <p>p. 75, Actividad 31</p> <p>p. 80, Interpretive Assessment</p> <p>p. 89, Actividad 2, Paso 3; Actividad 2, Paso 4</p> <p>p. 91, Actividad 3</p> <p>p. 91, Actividad 4, Paso 1</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM1.N.</p>	<p>p. 95, Actividad 8, Pasos 1-2; Actividad 9, Paso 1 pp. 96-97, Actividad 11, Paso 1 p. 99, Actividad 12 p. 103, Actividad 16 p. 105, Actividad 18, Paso 1 p. 107, Actividad 19 p. 108, Actividad 21 p. 111, Actividad 23 p. 122, Actividad 30, Paso 1 p. 125, Actividad 32 p. 127, Actividad 33, Pasos 3 & 4 pp. 129-130, Actividad 34, Pasos 1-2 p. 131, Actividad 35 p. 132, Actividad 36, Paso 1 p. 134 - 135, Interpretive Assessment, Pasos 1-3 p. 143, Pasos 2-3 p. 146, Actividad 5, Pasos 1-3 pp. 148-149, Actividad 6, Pasos 1-2 p. 151, Actividad 7, Paso 1 p. 152, Actividad 8 p. 153, Actividad 10, Paso 2 p. 157, Actividad 13, Pasos 1-2; Actividad 13, Pasos 1-2 p. 167, Actividad 23, Paso 2 p. 169, Actividad 25, Pasos 1-2 p. 171, Actividad 27, Paso 1 p. 173, Actividad 29, Paso 1 p. 179, Actividad 32, Paso 1 p. 182, Actividad 33, Paso 2 p. 183, Actividad 33, Paso 4 p. 184, Actividad 34, Pasos 2-3 pp. 189-191, Actividad 37, Pasos 2-3 pp. 192-194, Actividad 38, Paso 1 p. 194, Vive entre culturas, Interpretive Assessment</p>
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CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 2: Interpersonal Communication

EXPECTATION/SUBSTRAND: Goal – Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM2.N.	<p>Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.</p> <p>p. 8, Actividad 2, Paso 2</p> <p>p. 11, Actividad 3, Pasos 1-2; Actividad 4</p> <p>p. 12, Actividad 5</p> <p>p. 13, Actividad 6</p> <p>p. 14, Actividad 8; Actividad 9</p> <p>p. 17, Actividad 13</p> <p>p. 19, Actividad 16, Paso 1</p> <p>p. 20, Actividad 17, Paso 2</p> <p>p. 27, Actividad 23, Paso 2</p> <p>p. 33, Interpersonal Assessment</p> <p>p. 43, Actividad 4; Actividad 5, Paso 2</p> <p>p. 45, Actividad 7</p> <p>p. 47, Actividad 8, Paso 2</p> <p>p. 53, Actividad 13, Paso 2</p> <p>p. 57, Actividad 17</p> <p>p. 59, Actividad 18</p> <p>p. 60, Actividad 19, Paso 2</p> <p>p. 66, Actividad 22, Paso 2</p> <p>p. 92, Actividad 4, Paso 2</p> <p>p. 93, Actividad 7</p> <p>p. 96, Actividad 10, Paso 2</p> <p>p. 101, Actividad 15, Pasos 1-2</p> <p>pp. 108-109, Actividad 22, Paso 1</p> <p>p. 113, Actividad 25</p> <p>p. 123, Actividad 31, Paso 2</p> <p>p. 135, Interpretive Assessment, Paso 2</p> <p>p. 145, Actividad 4, Paso 1</p> <p>p. 152, Actividad 9</p> <p>p. 158, Actividad 15, Paso 2</p> <p>p. 159, Actividad 16, Paso 2</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM2.N.</p>	<p>p. 162, Actividad 18 p. 163, Actividad 19; Actividad 20 p. 166, Actividad 22, Paso 3 p. 167, Actividad 24, Paso 2 p. 170, Actividad 26, Paso 1 p. 173, Actividad 29, Paso 2 p. 178, Actividad 30, Paso 2; Actividad 31, Paso 2 p. 193, Actividad 38, Paso 2 p. 195, Vive entre culturas, Interpersonal Assessment</p>
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CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 3: Presentational Communication

EXPECTATION/SUBSTRAND: Goal – Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM3.N.	<p>Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p> <p>pp. 23-24, Actividad 19, Pasos 3-5</p> <p>p. 44, Actividad 6, Paso 3</p> <p>p. 47, Actividad 8, Paso 1</p> <p>p. 48, Actividad 9</p> <p>p. 55, Actividad 14, Paso 2</p> <p>p. 66, Actividad 21; Actividad 22, Paso 1</p> <p>p. 67, Actividad 23</p> <p>p. 77, Actividad 35</p> <p>p. 79, En mi comunidad, Pasos 3-4</p> <p>p. 81, Presentational Assessment</p> <p>p. 92, Actividad 6</p> <p>p. 95, Actividad 9, Paso 2</p> <p>p. 96, Actividad 10, Paso 1</p> <p>p. 97, Actividad 11, Paso 2</p> <p>p. 100, Actividad 14</p> <p>p. 104, Actividad 17</p> <p>p. 105, Actividad 18, Paso 3</p> <p>pp. 108-109, Actividad 22, Paso 2</p> <p>p. 113, Actividad 26</p> <p>p. 123, Actividad 31, Pasos 1-3</p> <p>p. 133, Actividad 36, Paso 4</p> <p>p. 135, Interpretive Assessment, Paso 2; Presentational Assessment</p> <p>p. 145, Actividad 4, Paso 2</p> <p>p. 151, Actividad 7, Paso 2</p> <p>p. 153, Actividad 10, Paso 1</p> <p>p. 158, Actividad 15, Paso 2</p> <p>p. 163, Actividad 19, Paso 1</p> <p>p. 165, Actividad 22, Paso 2</p> <p>p. 167, Actividad 23, Paso 3</p>

GRADE LEVEL EXPECTATION	WL.CM3.N.	p. 170, Actividad 26, Paso 2 p. 172, Reflexión intercultural p. 178, Actividad 30, Paso 1 p. 183, Actividad 33, Paso 4 p. 191, Actividad 37, Paso 4 p. 195, Vive entre culturas, Presentational Assessment
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CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 4: Settings for Communication

EXPECTATION/SUBSTRAND: Goal – Students use language in: highly predictable common daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world; Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM4.N.	Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target-language communities in the United States and around the world. p. 8, Actividad 2, Pasos 1 & 3 p. 73, Actividad 28 p. 76, Actividad 33, Paso 1 p. 79, En mi comunidad, Paso 2 p. 123, Actividad 31, Pasos 1-2 p. 133, Actividad 36, Paso 4 p. 135, Interpersonal Assessment p. 191, Reflexión intercultural p. 193, Reflexión Intercultural

CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 5: Receptive Structures in Service of Communication

EXPECTATION/SUBSTRAND: Goal – Students use the following structures to communicate: sounds, parameters, and writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames and text structures for paragraph-level discourse (Advanced); all structures and text structures for extended discourse (Superior); Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM5.N.	<p>Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p>pp. 6-7 Actividad 1, Pasos 1-2</p> <p>p. 13, Actividad 7</p> <p>p. 16, Actividad 10; Actividad 11</p> <p>p. 17, Actividad 12</p> <p>p. 19, Actividad 15; Actividad 16, Paso 2</p> <p>pp. 20-21, Actividad 17, Pasos 1-3</p> <p>p. 22, Actividad 18, Pasos 1 -2</p> <p>p. 23, Actividad 19, Paso 1; Actividad 19, Paso 2</p> <p>p. 25, Actividad 20; Actividad 21</p> <p>p. 26, Actividad 22</p> <p>pp. 28-29, Actividad 25, Pasos 1-3</p> <p>pp. 31-32, Interpretive Assessment</p> <p>p. 41, Actividad 2, Pasos 2-3</p> <p>p. 42, Actividad 3</p> <p>p. 43, Actividad 5, Paso 1</p> <p>p. 44, Actividad 6, Paso 1</p> <p>p. 50, Actividad 10; Actividad 11</p> <p>p. 51, Actividad 12</p> <p>p. 53, Actividad 13, Paso 1</p> <p>pp. 54-55, Actividad 14, Paso 1</p> <p>p. 56, Actividad 15</p> <p>p. 57, Actividad 16</p> <p>p. 61, Pasos 2 & 3</p> <p>p. 67, Actividad 24, Paso 1</p> <p>p. 69, Actividad 25, Paso 2</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM5.N.</p>	<p>pp. 70-71, Actividad 26, Pasos 1-5 p. 73, Actividad 28 p. 76, Actividad 33, Paso 2; Actividad 34 p. 80, Interpretive Assessment p. 89, Actividad 2, Pasos 3-4 p. 91, Actividad 3; Actividad 4, Paso 1 p. 92, Actividad 5 p. 95, Actividad 8, Pasos 1-2; Actividad 9, Paso 1 pp. 96-97, Actividad 11, Paso 1 p. 99, Actividad 12; Actividad 13 & Estrategias side bar p. 103, Actividad 16 p. 105, Actividad 18, Pasos 1-2 p. 107, Actividad 19; Actividad 20 p. 108, Actividad 21 p. 111, Actividad 23 p. 112, Actividad 24 p. 122, Actividad 30, Paso 1 p. 125, Actividad 32 pp. 126-127, Pasos 2 - 4 p. 129, Actividad 34, Paso 1 p. 130, Actividad 34, Paso 2 p. 131, Actividad 35 p. 132, Actividad 36, Paso 1 pp. 134-135, Interpretive Assessment, Pasos 1-3 p. 143, Actividad 2, Paso 2; Actividad 2, Paso 3 p. 145, Actividad 3 p. 146, Actividad 5, Pasos 1-2 pp. 148-149, Actividad 6, Pasos 1-2 p. 151, Actividad 7, Paso 1 p. 152, Actividad 8 p. 153, Actividad 10, Paso 2 p. 155, Actividad 11 p. 156, Actividad 12 p. 157, Actividad 13, Pasos 1-2; Actividad 14, Pasos 1-2 p. 161, Actividad 17 p. 165, Actividad 21 pp. 166-167, Actividad 23, Pasos 1-2 p. 169, Actividad 25, Pasos 1-2 p. 171, Actividad 27, Paso 1 p. 172, Actividad 28</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM5.N.</p>	<p>p. 173, Actividad 29, Paso 1 p. 179, Actividad 32, Paso 1 p. 181, Actividad 33, Paso 1 pp. 182-183, Actividad 33, Pasos 2-3 pp. 184-185, Actividad 34, Pasos 2-3 pp. 186-187, Actividad 35 p. 187, Actividad 36, Paso 1 pp. 189-191, Actividad 37, Pasos 2-3 pp. 192-193, Paso 1 p. 195, Vive entre culturas, Interpersonal Assessment</p>
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CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 6: Productive Structures in Service of Communication

EXPECTATION/SUBSTRAND: Goal – Students use the following structures to communicate: sounds, parameters, and writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames and text structures for paragraph-level discourse (Advanced); all structures and text structures for extended discourse (Superior); Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM6.N.	<p>Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</p> <p>p. 11, Actividad 3, Pasos 1-2; Actividad 3</p> <p>p. 12, Actividad 5</p> <p>p. 13, Actividad 6</p> <p>p. 14, Actividad 9</p> <p>p. 17, Actividad 13</p> <p>p. 18, Actividad 14</p> <p>p. 20, Actividad 17, Paso 2</p> <p>p. 24, Actividad 19, Pasos 4-5</p> <p>p. 27, Actividad 23, Paso 2</p> <p>p. 44, Actividad 6, Pasos 2-3</p> <p>p. 45, Actividad 7</p> <p>p. 48, Actividad 9</p> <p>p. 53, Actividad 13, Paso 2</p> <p>p. 55, Actividad 14, Paso 2</p> <p>p. 57, Actividad 17</p> <p>p. 59, Actividad 18</p> <p>p. 60, Actividad 19, Paso 2</p> <p>p. 66, Actividad 21, Paso 1; Actividad 22, Pasos 1-2</p> <p>p. 92, Actividad 6</p> <p>p. 96, Actividad 10, Pasos 1-2</p> <p>p. 101, Actividad 15, Paso 2 & Expresiones útiles side bar</p> <p>p. 104, Actividad 17</p> <p>pp. 108-109, Actividad 22, Pasos 1-2</p> <p>p. 113, Actividad 25</p> <p>p. 115, Actividad 28</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM6.N.</p>	<p>p. 123, Actividad 31, Pasos 1-3 p. 135, Paso 2 p. 145, Actividad 4, Paso 1 p. 147, Actividad 5, Paso 4 p. 152, Actividad 9 p. 159, Actividad 16, Pasos 1-2 p. 162, Actividad 18 p. 163, Actividad 19, Paso 2 pp. 165-166, Actividad 22, Pasos 1-3 p. 167, Actividad 24, Paso 2 p. 170, Actividad 26, Paso 1-2 p. 171, Actividad 27, Paso 2 p. 173, Actividad 29, Paso 2</p>
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CONTENT STANDARD/DOMAIN: The Communication Standards

PERFORMANCE STANDARD/MODE: Communication Standard 7: Language Comparisons in Service of Communication

EXPECTATION/SUBSTRAND: Goal – To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CM7.N.	Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known. p. 6, Actividad 1 p. 16, Producto cultural p. 17, Actividad 12 p. 29, Estrategia comunicativa p. 46, ¿Qué observas? p. 47, Detalle gramatical p. 58, ¿Qué observas? pp. 62-63, Síntesis de gramática p. 93, Práctica cultural; Detalle gramatical p. 94, ¿Qué observas? p. 99, Estrategias p. 100, Detalle gramatical p. 103, Detalle gramatical p. 112, Detalle gramatical p. 116 - 119, Síntesis de gramática p. 150, ¿Qué observas? pp. 174-175, Síntesis de gramática

CONTENT STANDARD/DOMAIN: The Cultures Standards

PERFORMANCE STANDARD/MODE: Cultures Standard 1: Culturally Appropriate Interaction

EXPECTATION/SUBSTRAND: Goal – Students interact with cultural competence and understanding.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CL1.N.	Use age-appropriate gestures and expressions in very familiar, common daily settings. p. 11, Actividad 3; Actividad 4 p. 12, Actividad 5 p. 13, Actividad 9 p. 14, Actividad 8; Actividad 9 p. 53, Actividad 13, Paso 2 p. 60, Actividad 19, Paso 2 p. 101, Actividad 15, Paso 2 p. 159, Actividad 16, Paso 2 p. 167, Actividad 24, Paso 2

CONTENT STANDARD/DOMAIN: The Cultures Standards

PERFORMANCE STANDARD/MODE: Cultures Standard 2: Cultural Products, Practices, and Perspectives

EXPECTATION/SUBSTRAND: Goal – To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CL2.N.	Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings. p. 77, Producto cultural

CONTENT STANDARD/DOMAIN: The Cultures Standards

PERFORMANCE STANDARD/MODE: Cultures Standard 3: Cultural Comparisons

EXPECTATION/SUBSTRAND: Goal – To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CL3.N.	Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures. p. 12, Reflexión intercultural p. 20, Actividad 17 p. 21, Reflexión intercultural p. 29, Estrategia comunicativa p. 38, Actividad 1, Pasos 1-2 p. 67, Actividad 24, Paso 2 p. 72, Actividad 27 p. 77, Reflexión intercultural p. 81, Presentational Assessment, Comparaciones culturales p. 86, Actividad 1, Pasos 1-2 p. 89, Reflexión intercultural; Actividad 2, Paso 2 p. 125, Actividad 32 p. 128, Reflexión intercultural p. 140, Actividad 1 p. 156, Enfoque cultural p. 172, Actividad 28 p. 179, Actividad 32, Paso 2 p. 193, Reflexión intercultural

CONTENT STANDARD/DOMAIN: The Cultures Standards

PERFORMANCE STANDARD/MODE: Cultures Standard 4: Intercultural Influences

EXPECTATION/SUBSTRAND: Goal – To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CL4.N.	Identify cultural borrowings. p. 155 TE Enfoque cultural

CONTENT STANDARD/DOMAIN: The Connections Standards

PERFORMANCE STANDARD/MODE: Connections Standard 1: Connections to Other Disciplines

EXPECTATION/SUBSTRAND: Goal – To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CN1.N.	Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines. p. 90, Así se dice p. 139, Comparaciones p. 183, Actividad 33, Pasos 3-4 p. 184, Actividad 34, Pasos 1-3

CONTENT STANDARD/DOMAIN: The Connections Standards

PERFORMANCE STANDARD/MODE: Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

EXPECTATION/SUBSTRAND: Goal – To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

FOUNDATION/PROFICIENCY LEVEL		NOVICE
GRADE LEVEL EXPECTATION	WL.CN2.N	Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures. p. 12, Enfoque cultural; Actividad 5 p. 16, Enfoque cultural p. 19 TE p. 21, Enfoque cultural p. 24, Enfoque cultural p. 69, Actividad 25, Pasos 1-2 pp. 70-71, Actividad 26 p. 72, Actividad 27 p. 74, Actividad 30 p. 75, Actividad 32 p. 77, Enfoque cultural p. 77, Actividad 35 p. 114, Enfoque cultural p. 125, Actividad 32 p. 130, Enfoque cultural p. 131, Actividad 35 p. 147, Enfoque cultural p. 149, Enfoque cultural p. 155, Enfoque cultural p. 156, Enfoque cultural pp. 184-185, Actividad 34