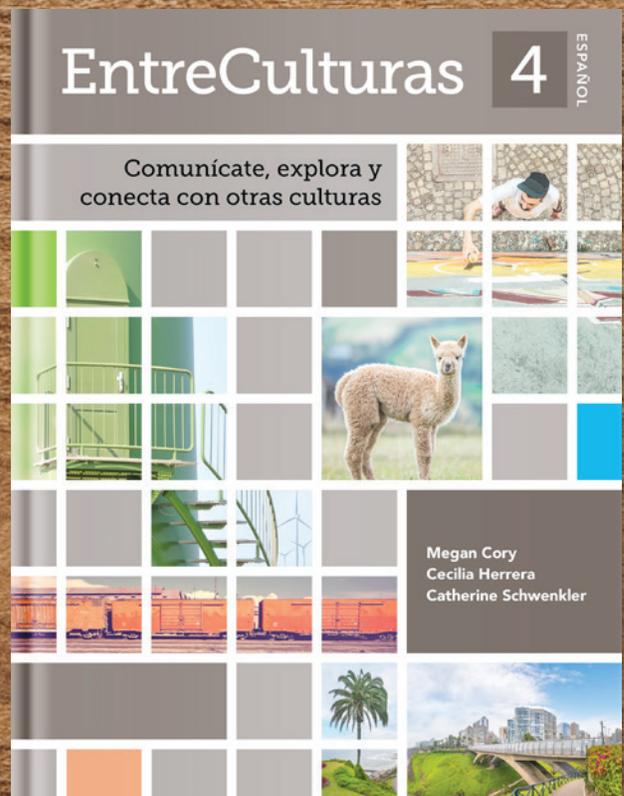
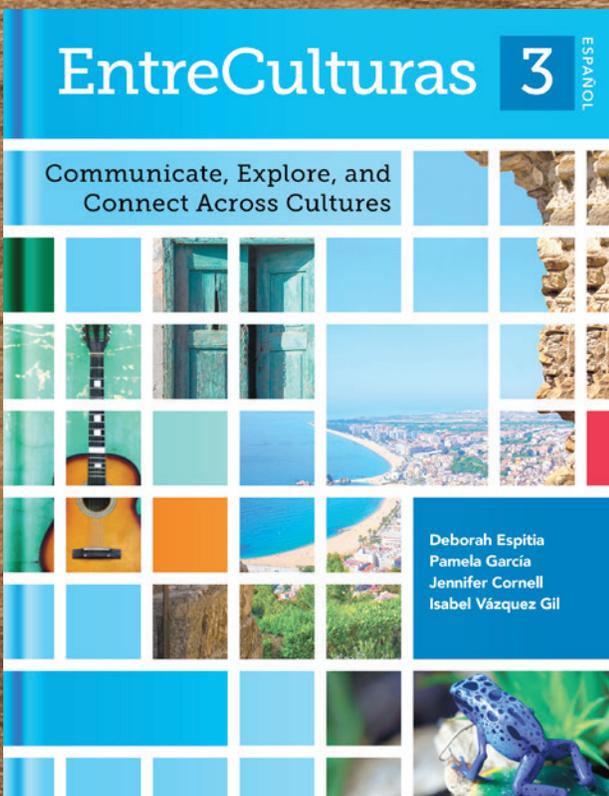
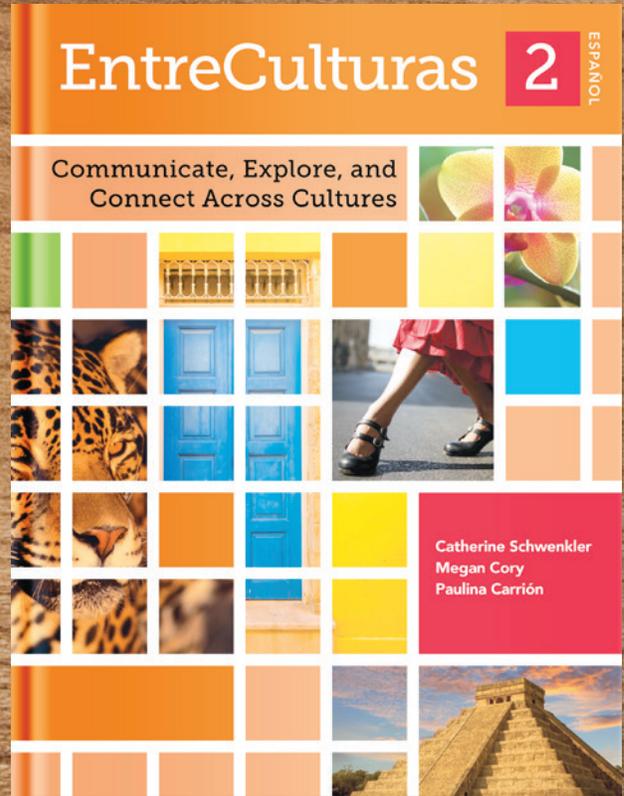
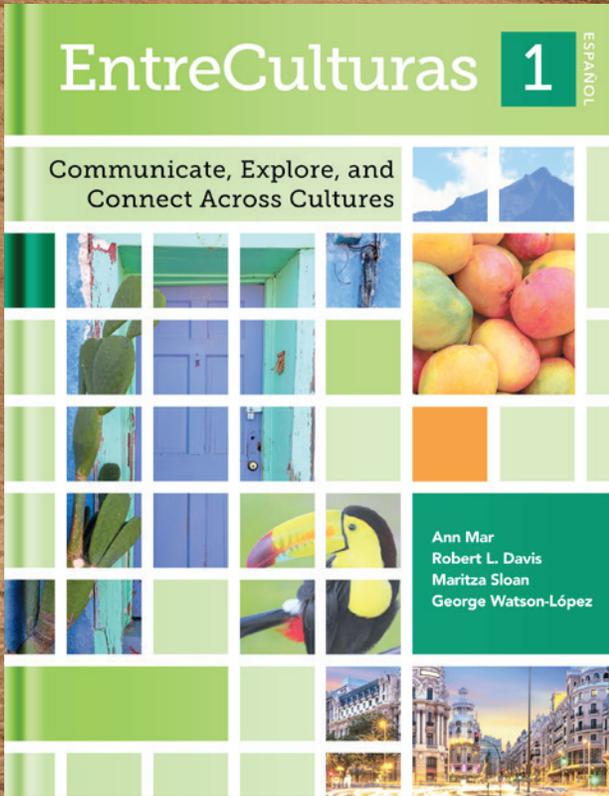


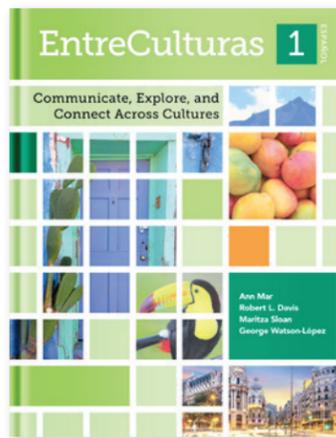


Wayside®  
PUBLISHING

# SPANISH

ENTRECULTURAS 1, 2, 3, 4





# EntreCulturas 1, 2, 3, 4

## Communicate, Explore, and Connect Across Cultures

### Level 1 or 1A/1B, Novice-Low to High:

Ann Mar, Robert L. Davis, Maritza Sloan, George Watson-López

### Level 2, Novice-High to Intermediate Low:

Catherine Schwenkler, Megan Cory, Paulina Carrión

### Level 3, Intermediate-Low to Mid:

Pamela Garcia, Jennifer Cornell, Deborah Espitia, Isabel Vazquez Gil

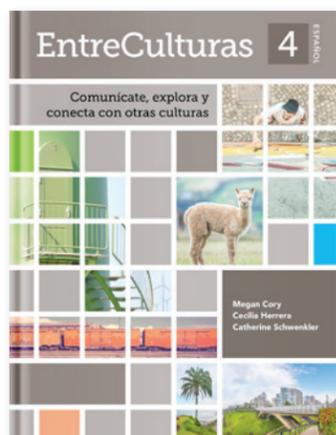
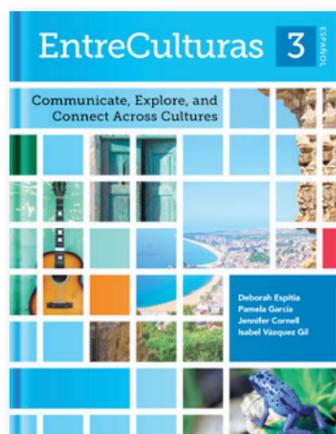
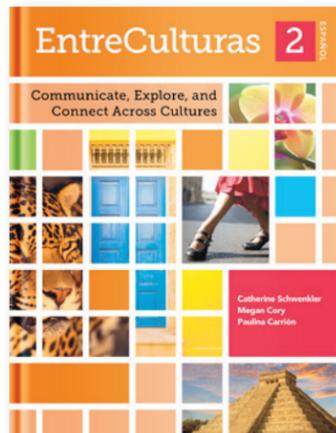
### Level 4, Intermediate-Mid to High:

Megan Cory, Cecilia Herrera, Catherine Schwenkler

with Curriculum Coordinators Janet D. Parker, Deborah Espitia and Editors Eliz Tchakarian, Lindsey Colling

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Intercultural communicative competence doesn't have to wait for advanced levels of language. *EntreCulturas: Communicate, Explore, and Connect Across Cultures* is a standards-based, thematically-organized language series. In these pages, the authors share the structure, strategies, and features that prepare learners to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect.



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## EntreCulturas

# UNIT STRUCTURE

Each level has six units that can be flexibly paced around your school year, class frequency and duration. Levels 1 and 4 also provide brief introductory units.

### In each unit:

- Opener** → Introduces essential questions and unit goals
- Introduction** → Reviews and draws intercultural comparisons
- Comunica** → Presents new grammar and vocabulary. Prior material is spiraled as learners progress!
- Así se dice** → Thematic vocabulary with real-world value, presented in context.
- Observa** → Grammar presented through multiple opportunities for learners to personalize meaning.
- ¿Qué Aprendiste?** → Differentiated formative assessments in Level 4, structured like AP® free response tasks.
- En camino** → Formative assessment that assesses ongoing progress
- Síntesis de gramática y vocabulario** → Summarizes new grammar and vocabulary
- Explora** → Explores authentic sources and tasks using new grammar and vocabulary
- Vive entre culturas** → **Evaluación integrada** → Summative assessment (IPA) that assesses performance in all communicative modes

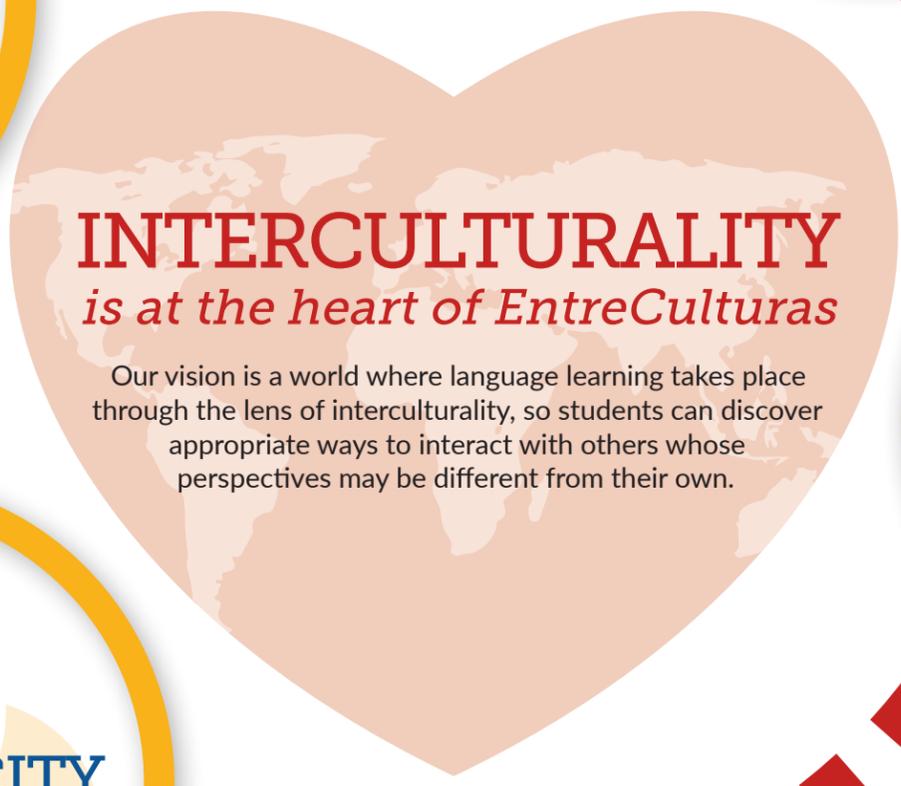
EntreCulturas 1	EntreCulturas 2	EntreCulturas 3	EntreCulturas 4
Opener	Opener	Opener	Opener
Unit Introduction	Unit Introduction	Unit Introduction	Unit Introduction
Comunica	Comunica y Explora A	Comunica y Explora A	Conexións A y B
Así se dice	En camino A	En camino A	Así se dice
Observa 1, 2, 3	Síntesis de gramática y vocabulario	Comunica y Explora B	Observa
Síntesis de gramática y vocabulario	Comunica y Explora B	En camino B	Qué aprendiste
En camino	En camino B	Síntesis de gramática y vocabulario	En Camino
Explora	Síntesis de gramática y vocabulario	Vive entre culturas	Síntesis de gramática y vocabulario
Vive entre culturas	Vive entre culturas		Evaluación integrada

# ESSENTIAL FEATURES

Learners maintain an online *Mi portafolio* to self-assess, reflect, and upload evidence for each Can-do statement displayed alongside tasks and authentic resources. Building *Mi portafolio* forms confidence and reflection skills that will support them in future academic and professional pursuits.



Units include performance-based formative assessments, *En camino*, which solidify culturally appropriate communication skills relating to learners' communities. **Vive entre culturas** (levels 1-3) and **Evaluación integrada** (level 4), integrated performance summative assessments, engage learners in global intercultural contexts. Analytic rubrics that include intercultural and communicative learning targets accompany summative assessments.



Online resources cover everything you need to implement lessons, assign, grade, and communicate feedback. Supports for learners include scaffolded extension activities, flipped classroom videos for grammar and vocabulary reinforcement, interactive tasks and assessments, a flexible classroom forum, and more.

With *EntreCulturas*, learners explore and compare Spanish-speaking communities to their own communities. Video blogs created by real teens speaking unscripted native Spanish allow learners to compare their lives with those of their peers. Activities and assessments are based on authentic resources and set in thematic, real-life cultural contexts.



**APPENDICES**

In the Teacher Edition, you are provided audio and audiovisual transcripts, answer keys, instructional strategies, Can-do statements for each unit and their correlations to 2017 NCSSFL-ACTFL standards, and support for administering IPA's including strategies, holistic and analytic rubrics. **Indices** include an Authentic Resources Index, Grammar and Learning Strategies Videos Index as well as a Grammar Index. **Glossaries** are in the Student Edition.

# APPROACHES TO TEACHING

## Interculturality in *EntreCulturas* 1, 2, 3, 4

*Interculturality is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures. It is the ability to experience the culture of another person and to be open minded, interested, and curious about that person and culture. Language learners must be able to evaluate personal feelings, thoughts, perceptions, and reactions in order to understand another culture and use that experience to reflect on their own life and surroundings.*

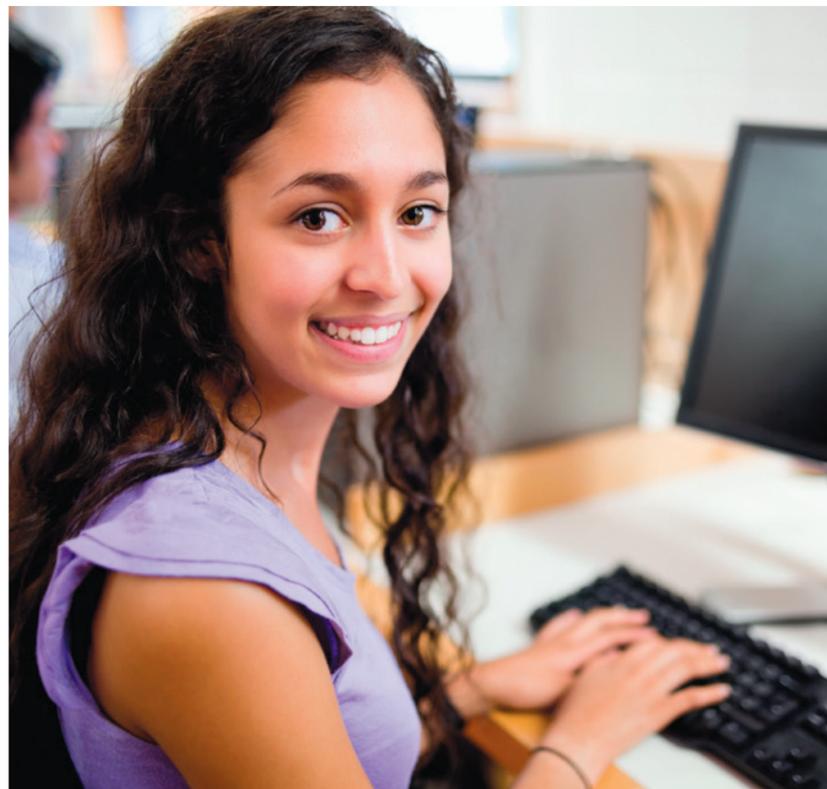
— Faye Rollings-Carter, provided by NCDPI in collaboration with NCSSFL

*EntreCulturas* operates on the cutting-edge principle that in order to develop language skills and foster intercultural understanding, learners need multiple opportunities to reflect on their own culture and gain cultural knowledge of Spanish-speaking communities early in the language learning process.

Intercultural reflection prompts and Can-do self-assessments featured in each unit support teachers with the integration of cultural awareness, appreciation, and understanding within each theme.

### How can students demonstrate interculturality?

- **Cultural Products & Practices<sup>1</sup>:** Learners use their *language skills to investigate the world beyond their familiar environment.*
- **Cultural Perspectives:** Learners use their *language skills to recognize and understand others' ways of thinking as well as their own.*
- **Intercultural Interactions:** Learners use their *language skills and cultural understanding to interact in a cultural context other than their own.*



## Integrating Interculturality in Teaching and Learning

Interculturality is an outcome of a learning environment that purposefully cultivates the attitudes of curiosity, open-mindedness, respect, tolerance, and empathy towards others.

As learners become comfortable with learning about others and their cultures through products, practices, perspectives, and interactions, they develop the skills to reflect on their feelings, thoughts, perceptions, and reactions in order to understand what it is like to be in someone else's shoes.

In *EntreCulturas*, this skill development is interwoven into tasks and assessment so that language learning and cultural understanding are inseparable. **Intercultural Communicative Competence (ICC) Can-do statements** support learners in reflecting during their *EntreCulturas* journey.

**1. Self<sup>2</sup> (Knowing Myself):** How can learners understand their own culture and use their language skills to identify and investigate products and practices of Spanish-speaking cultures?

<ul style="list-style-type: none"> <li>• By investigating, explaining, and reflecting on common cultural products of Spanish-speaking cultures.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I can recognize some similarities and differences between schools in my community and Costa Rica.</p>	<ul style="list-style-type: none"> <li>• By investigating, explaining, and reflecting on common cultural practices of Spanish-speaking cultures.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I can recognize greeting and leave-taking norms in different Spanish-speaking countries.</p>
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**2. Community (Exploring Communities):** How can learners use their language skills to recognize, understand, and connect to others' ways of thinking in their own community and beyond?

<ul style="list-style-type: none"> <li>• By identifying and comparing cultural beliefs and values in order to understand the cultural perspectives of Spanish-speakers.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>Sé colaborar con mis compañeros para organizar un evento para contribuir al bienestar de mi comunidad local y global.</p>	<ul style="list-style-type: none"> <li>• By demonstrating curiosity, open-mindedness, respect, tolerance, and empathy while exploring communities in order to gain a balanced understanding of Spanish-speaking cultures.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I recognize that food traditions and preferences are important to cultural identity, and that trying new foods is a step to experiencing another culture.</p>
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<sup>1</sup> LinguaFolio®, National Council of State Supervisors for Languages. (2014). *Interculturality*. Retrieved from <http://ncssf.org/secure/index.php?interculturality>, March 6, 2016.  
<sup>2</sup> Clementi, D. & Terrill, L. (2013). *Keys to Planning for Learning*. Alexandria, VA: American Council on the Teaching of Foreign Languages

**3. World (Engaging with the World):** How can learners use their language skills and cultural understanding to function at a survival level (novice) or functional level (intermediate) in cultural contexts outside the classroom?

<ul style="list-style-type: none"> <li>By developing a sensitivity and awareness of cultural practices and perspectives in order to participate appropriately in cultural interactions.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I can identify foods that are culturally appropriate to serve at different times of the day in Spanish-speaking cultures.</p> 	<ul style="list-style-type: none"> <li>By interacting with native speakers of age-similar peers in a variety of Spanish-speaking countries by means of video blogs, interviews, blogs, podcasts, and social media messages in order to participate in cultural interactions.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>Sé comparar mi uso de las redes sociales e internet con el de los jóvenes chilenos.</p> 
<ul style="list-style-type: none"> <li>By reflecting through self-assessment and intercultural reflections in order to participate in cultural interactions.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I can use a map and/or signs to follow and give directions in a Spanish-speaking country.</p> 	<ul style="list-style-type: none"> <li>By engaging in global problem-solving issues in different cultural contexts in order to participate appropriately in cultural interactions.</li> </ul>	<p><b>Mi progreso intercultural</b></p> <p>I can give examples of how international volunteers make a difference in Latin American communities.</p> 



## Staying in the Target Language

*EntreCulturas* is designed to assist teachers in achieving at least 90% use of Spanish in the classroom beginning in Level 1 and moving to 100% in Levels 2–4. This aligns with the ACTFL Position Statement (2010)<sup>3</sup> on the use of the target language in the classroom.

Staying in the Target Language is undoubtedly a challenge - at first! The teacher-author team of *EntreCulturas* designed each unit to make target language usage a gradual, natural process, with built-in comprehensible input (CI) supports throughout.

### How does *EntreCulturas* incorporate comprehensible input?

- Teacher notes and instructional strategies in the Teacher Edition address what to say and do to make meaning comprehensible for learners. Additional strategies are provided for educators in the Instructional Strategies Toolkit, and in video tutorials within the Learning Site.
- A series of learning strategies videos teaches learners to build their communicative skills (for example, showing how to request clarification and assistance)
- A series of **Observa** inductive grammar instruction videos has learners focus on noticing grammar patterns after they have processed for meaning
- A variety of rich visuals in the Student Edition and in Explorer® on the Learning Site allows learners to associate vocabulary with an image and not a translation.
- Activities have built-in comprehension checks and formative assessments
- A variety of scaffolded interpersonal tasks encourage learners to negotiate for meaning and be creative with the target language.
- Rubrics designed as an informative tool for teachers provide feedback to learners and for learners to monitor their own growth.
- Ongoing progress checks encourage learners to monitor how well they are able to meet the communicative and intercultural goals.
- Explorer® provides tools for recording and audio and textual feedback.



<sup>3</sup> ACTFL Position Statement. (2010). *Use of the Target Language in the Classroom*. American Council on the Teaching of Foreign Languages: Alexandria, VA, Retrieved 3/9/16 from <http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>



# Integrating Differentiated Instruction



As communities and economies become more globalized, supporting language acquisition for all learners is essential. World language classrooms comprise a mix of students who acquire language in different ways. *EntreCulturas* recognizes that teachers must plan for varied approaches to what students will learn, how they will learn, and how they will show what they can do.

As such, the program embraces a differentiated instructional approach, which meets the needs of the learner through a variety of modalities, by appealing to a variety of interests, and in offering varied levels of complexity in order to accommodate multiple rates and styles of learning.

This approach to differentiated instruction is based on the work of Carol Ann Tomlinson, the William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia, and Co-Director of the University's Institutes on Academic Diversity.

According to Tomlinson<sup>4</sup>, differentiation is a teacher's response to learners' needs based on guiding principles, such as continuous assessment, flexible grouping, and respectful tasks. Effective teachers weave differentiation into three areas of the curriculum: content (what they will learn), process (how they will acquire the content), and product (how they will demonstrate and extend what they know and can do) based on learners' interests, learning profiles, and readiness levels.

*EntreCulturas* invites teachers to differentiate their classrooms through the "non-negotiable" principles of Tomlinson's approach by incorporating a variety of strategies and activities.

## Supportive learning environment

Units are designed to build a sense of community among students, which promotes risk-taking and collaboration. The online Explorer<sup>®</sup> extends that support through a variety of resources to facilitate differentiation, such as scaffolding and extension resources.

## High-quality curriculum

*EntreCulturas* lays the foundation for learners to build proficiency from novice to intermediate levels, preparing them to tackle the more advanced proficiency expected in programs such as AP<sup>®</sup> and IB.

## Respectful tasks

Unit topics are relevant and immerse students in the cultures of individuals who speak the language. Tasks promote student choice and higher level thinking, while they are tiered from the novice to the intermediate levels.

<sup>4</sup> Carol Ann Tomlinson, *The Differentiated Classroom*, 2nd ed., ASCD, Alexandria, VA (2014)

## Flexible grouping

Suggestions are provided for varied grouping scenarios that are dynamic in nature and that vary based on learners' interests, learning modalities, and readiness levels.

## Continuous feedback

Each unit is composed of a series of activities and steps that provide teachers with ongoing feedback on learners' progress. These include:

- Pre-assessment tasks which tap into learners' background knowledge, interests, and readiness levels.
- Formative assessments which build learners' content knowledge and skills in the language and provide both teacher and learner with evidence of progress toward proficiency through a variety of tasks and check-ins. These include differentiated formative assessments in *EntreCulturas 4*.
- Summative assessments which are performance-based to enable learners to demonstrate what they know and can do in the language.

## Heritage learners

*EntreCulturas* recognizes that students in North American classrooms come from increasingly diverse backgrounds, and that a growing number of them are heritage learners of Spanish—students who may have varying levels of exposure to the language and/or its cultures in their homes or communities.

The following strategies are supported by *EntreCulturas*, with Explorer<sup>®</sup> providing additional resources to help meet the needs of heritage learners:

**Vocabulary development** - Provide rich exposure to Spanish, and develop vocabulary through CI. Encourage heritage learners to deepen their vocabulary through online resources of interest such as films and magazines.

**Literacy development** - Expand the bilingual range of learners with literacy materials from varied contexts. Offer open-ended writing tasks to allow heritage learners to express themselves their own level. Provide specific feedback and support.

**Cooperative learning** - Provide opportunities to interact in Spanish in purposeful, interesting ways to build self-esteem and confidence.

**Culturally relevant instruction** - Reference learners' bicultural world and acknowledge bicultural abilities. Validate and include in your curriculum examples of the varieties of Spanish used in heritage communities.



# Language Instruction in Context

## Grammar

The *EntreCulturas* series aligns with the collaborative, co-construction or dialogic<sup>5</sup> approach to grammar instruction. Learners are provided with multiple opportunities to personalize meaning of language in context through listening, viewing, and reading before they are asked to notice patterns or word order in the same familiar context.



1. In the **Observa** sections, learners observe highlighted grammatical features in communicative contexts that they have previously processed for meaning before they are asked to analyze the salient features, e.g., associating verb ending patterns with the meaning. This approach allows learners to take an active role in co-constructing the grammar concept by collaborating with peers and the teacher.
2. The **Recuerda** sections highlight review grammar from prior levels that learners will need for communicative tasks at their current level. The **Detalle gramatical** section provides a deductive explanation of new grammar feature students need to complete specific communicative tasks in the unit activities. The **Síntesis de gramática** provides a reference summarizing the structures in the unit for study outside of class and for use when preparing for assessment.
3. **Flipped classroom<sup>6</sup> videos** provide reinforcement and additional explicit instruction of the grammatical concepts, but are not designed to be used in the classroom. The videos feature familiar characters who focus learners' attention on noticing grammar patterns in a familiar context. Video guide graphic organizers are available in Explorer<sup>®</sup> on the Learning Site.

- **Observa videos** model the inductive stance to teaching grammar. Videos are in English with Spanish dialog in Levels 1–2; Levels 3–4 videos are in Spanish. Students can watch the **Observa** video about the same grammar structure after they have been through the inductive process in class.
- **Enfoque en la forma videos** model the deductive approach for an explicit explanation of the grammatical structures. All Level 1–3 videos are in English with examples in context in Spanish while the Level 4 videos are entirely in Spanish.

Songs, audios and videos, poems, infographics, advertisements, cartoons or comic strips, recipes, and fiction allow learners to discover grammar in contextualized language where they can comprehend meaning before focusing on the form.

Learners will discover grammatical patterns by following these steps:

- Focus attention to the properties of language as their primary attention is on the meaning of the language that they are asked to notice.
- Guiding questions may include the following:
  - Did you notice anything?
  - What patterns did you see?
  - Can you summarize your observations?
- Engage in a think-pair-share hypothesis process called **Observa**,
  - jot down any observations individually;
  - share observations with classmates; and
  - share conclusions with the class and teacher.
- Co-construct grammar paradigm explanations with the teacher and the class.
  - Collaborate: What are the hypotheses? What conclusions have you drawn?
  - Provide more models for the students to test their hypotheses.
  - Draw final conclusions.
- Provide purposeful communicative applications.

p. 46 **Observa 1**  
**¿Quién soy?**

Hablo español y guaraní. Y tú, ¿eres bilingüe?

Sí, ¡soy bilingüe también! Hablo español y francés.

**¿Qué observas?**

Read the dialogue above and notice the words in bold used to introduce identities (**eres, soy**). Can you figure out when to use **eres** and **soy**? Discuss with classmates and teacher, view the **Observa 1** resources for this unit in your Explorer course, and check the **Síntesis de gramática** at the end of this section to help you find out.

### RELATED ITEMS

Video: [Observa 1: El verbo ser \(pág. 46\)](#)

**Observa 1**



Document: [Organizador gráfico: El verbo ser \(pág. 46\)](#)

Task: [Observa 1: El verbo ser](#)

Document: [Observa: Apuntes](#)

<sup>5</sup> Glisan E. W. & Shrum, J. L. (2016). *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Boston, MA: Cengage Learning.

<sup>6</sup> Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education and ASCD.

## Vocabulary

*EntreCulturas* introduces vocabulary in thematic chunks to fulfill specific communicative goals as indicated in the **Mi progreso** communicative can-do learning targets throughout the units. Vocabulary is presented visually, in context, and with Spanish synonyms or definitions in Levels 3 and 4. Additional vocabulary practice and vocabulary quizzes in the context of each unit are in *Explorer*<sup>®</sup>.

*EntreCulturas* presents vocabulary in three tiers:

- **Así se dice** is essential vocabulary for the thematic unit that targets the vocabulary learners need to know to be successful on the formative and summative assessments, and for use beyond the classroom.
- **Además se dice** is extended useful vocabulary that can be used for differentiation.
- **¿Te acuerdas?** is review and basic vocabulary in L1. In Ls 2-4, vocabulary is spiraled for learners to practice in relevant tasks of the current unit
- **Expresiones útiles** are useful expressions, transition words, and idioms showcased in the margins of the activities for learners to use in communicative tasks.
- The **Vocabulario** from the unit is compiled and organized by topics at the end of **Comunica** (L1), **Comunica y Explora A** and **B** (L2), and at the end of the unit (L3 and L4).

Learners are urged to build a personal dictionary, **Mi diccionario**, with new words they encounter when interpreting a text, through their teacher or classmates, or outside the classroom.

*EntreCulturas* has a series of student-friendly **Learning Strategies Videos** in *Explorer*<sup>®</sup> that help learners maximize their language learning, including vocabulary building. All videos are in English with examples in Spanish.



## Assessment

*EntreCulturas* applies the backward-design planning process. Each unit leads students to what they will need to know and be able to do to demonstrate their skills and cultural connections at the end of the unit. **Essential questions** and unit performance goals were developed first, followed by a **Standards-Based Integrated Performance Assessment**<sup>7</sup> (IPA) for the unit. The unit activities and formative performance-based tasks are developed with the IPA in mind.

**Vive entre culturas** (levels 1, 2, and 3) and **Evaluación integrada** (level 4), **IPA summative assessments**, are a series of interrelated performance-based tasks integrating each communicative mode in a personalized cultural context based on the unit goals of the thematic unit. Each unit's **Table of Contents** provides a detailed overview of that unit's IPA. The assessment itself, instructions, checklists, and IPA analytic rubrics are in *Explorer*<sup>®</sup>.

**En camino** is a formative assessment that prepares students for the summative IPA, giving teachers the opportunity to provide specific feedback to the learners on their performance, and to adjust instruction as needed, prior to the IPA. This assessment, instructions, and checklists are in your *Explorer*<sup>®</sup> course.

**Mi progreso comunicativo** and **Mi progreso intercultural** are Can-Do Statements<sup>8</sup> embedded in the activities encouraging students to self-assess their level of performance: **I can do this independently, I can do this with help, or This is still a goal**<sup>9</sup>. The can-dos were developed for both the communicative and intercultural goals so that learners can keep track of their own progress. To document their progress, learners use the **Mi portafolio/Language Portfolio** in *Explorer*<sup>®</sup> to upload evidence of their linguistic and intercultural development.

## AP<sup>®</sup>, IB, and Seal of Biliteracy Prep

As learners engage with Spanish through contextualized activities, they will be preparing for the Seal of Biliteracy, AP<sup>®</sup> and IB examinations, and the hardest test - real life.

- All global themes and subthemes are incorporated in the series. Teacher editions include **AP<sup>®</sup> and IB correlations**.
- **AP<sup>®</sup> style tasks** are included in the mix of communicative activities across all units and levels, increasing in rigor as learners progress.
- Midterms and final IPA's include AP<sup>®</sup> style tasks. Level 4 layers **additional support of AP<sup>®</sup> free-response tasks** in *¿Que Aprendiste?*
- *EntreCulturas* Can-do statements are meticulously aligned with ACTFL's World Readiness Standards for Learning Languages, and every state's standards. As such, this series is uniquely able to support your learners in pursuing the Seal of Biliteracy in your state or district.

<sup>7</sup> The IPA was designed by ACTFL to measure learners' knowledge and skills in authentic "real world" situations within a cultural context that reflects the content in the thematic unit.

<sup>8</sup> The Can-Do Statements are Wayside Publishing's alone and not based on the NCSSFL-ACTFL Can-Do Statements.

<sup>9</sup> LinguaFolio<sup>®</sup>, NCSSFL (2014). *Interculturality*. Retrieved from <http://ncssfl.org/secure/index.php?interculturality>, March 6, 2016.



## Rubrics

### IPA Summative Assessment Analytic Rubrics

**IPA Performance Analytic Rubrics** align with the task components for the unit Integrated Performance Assessment. The rubrics describe the level of performance for each communicative task in the three communicative modes: interpretive, interpersonal, and presentational. There are three or four levels of performance on each rubric, adapted from the *ACTFL Proficiency Guidelines*.<sup>10</sup>

There are **Assessment Guidelines** in Explorer®, Sólo para profesores, with the explanations of the assessment components, how to use Mi Portafolio, and how to score an IPA performance using the rubrics provided.

### Analytic Growth Rubrics<sup>11</sup>

Level-specific analytic rubrics are informative tools for teachers and learners to measure growth on the learner's path to proficiency for the following communicative modes:

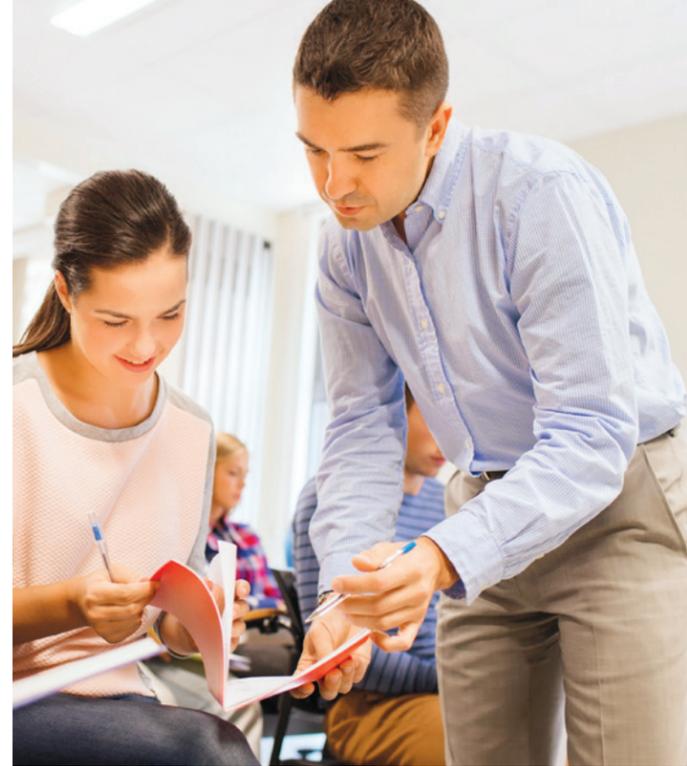
- **Interpretive Reading, Listening, and Viewing**
- **Interpersonal Communication: Speaking and Writing**
- **Presentational Speaking**
- **Presentational Writing**

Learners are encouraged to self-assess their communicative skills, intercultural growth, and use of strategies that help them progress on their path to proficiency. Teachers are encouraged to meet with students one-on-one to provide specific feedback on their communicative skills and intercultural growth.

### Holistic Rubrics

Teachers and learners are encouraged to apply can-do holistic rubrics for daily use and formative assessments:

- **Interpersonal Communication:** classwork, exchange of information, messaging, participation, pair and group work
- **Interpretive Reading, Listening, and Viewing:** daily comprehension checks and formative assessments.
- **Presentational Speaking:** reporting or presenting to the class, presenting in a group, oral reflections.
- **Presentational Writing:** reflections, exit cards, short notes, letters, summaries, descriptions, reviews, questions, and answers.



## EntreCulturas

# THE LEARNING SITE

There is no *EntreCulturas* without the Learning Site—an online ecosystem offering everything you need to nurture language and cultural proficiency.



### Student Edition purchase options



**Digital bundle:** A student subscription to The Learning Site, including FlexText® and Explorer®.



**Hardcover print and digital bundle:** A student subscription to The Learning Site, plus a hardcover textbook that will withstand an active learner's lifestyle. Printed and distributed in the USA.

### Teacher Edition purchase options



**Digital bundle:** A teacher subscription to The Learning Site, including a student FlexText®, annotated teacher edition FlexText®, and Explorer®.



**Softcover print and digital bundle:** Complement your virtual tools with a softcover teacher edition textbook! Easy to flip through, mark, and store. Printed and distributed in the USA.

<sup>10</sup> ACTFL Proficiency Guidelines (ACTFL, 2012) Retrieved (3-1-2016). [https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

<sup>11</sup> Adapted from Jefferson County Public Schools World Languages: Performance Assessment Rubrics (Kentucky) and Howard County Public Schools World Languages (Maryland)

## The *EntreCulturas* FlexText®

In each unit of the textbook or digital FlexText®, students discover, practice, and review language and culture through a variety of authentic resources and thematic tasks rooted in real-world contexts.

**Link to content such as audios, videos, and more**

**Annotate and highlight text, or make notes**

**Search FlexText® in English or the target language**

**Video blog: Soy Isaac**  
p. 88

**Actividad 2**  
**¡Saludos desde el Colegio San Agustín!**

**Paso 1: ¡Bienvenidos a mi colegio!**

You are going to hear Isaac from Palmares, Costa Rica, talk about his school, el Colegio Bilingüe San Agustín. First, watch the video without sound. Based on the images you see, which of the following aspects do you think Isaac talks about? Then listen and discover which of your predictions were correct.

- las asignaturas/las materias (*subjects*)
- la comida (*food*)
- los profesores
- el tiempo libre (*free time*)
- el uniforme
- las zonas (*school grounds*)

Select any word, sentence or image to highlight it or leave a note

## *EntreCulturas* Explorer® Resources

Review and discover language structures through a plethora of authentic, culturally rich materials and contextualized activities in Explorer®. Every time students log in, they will be preparing for the Seal of Biliteracy, AP® and IB examinations, and the hardest test –real life.

Online language portfolios empower students to self-assess through can-do statements by uploading evidence to their personalized space. Students can access their portfolio indefinitely after their course concludes.

Students can receive timely and effective feedback with our audio and video feedback feature, auto-grading options, and customizable activity and assessment settings.

Students can explore a wide range of activities in all three modes of communication, including online writing and recorded speaking.

Offline? No worries! Log into the Learning Site and download audio, video, and PDF resources for later or for group classroom work. After creating your account through the web browser, download the Learning Site iOS App to enjoy the full functionality of the Learning Site on the go - including audio and video recording!

**Clever** **Google Classroom** **Canvas**

## Teacher Supports

**Instructions**  
Step-by-step instructions are incorporated into both the textbook and Learning Site. Support on specialized topics is updated in the Wayside YouTube Channel, Proficiency Talks Blog, and Wayside social media communities. The Instructional Strategy Toolkit boasts 100+ classroom ready ideas sortable by learning style, communication mode, CI, TPRS, and more!

**Gradebook**  
View and filter by class or individual progress, calendar view of assignments, specific assignments, ready-to-grade status, and more.

**Resources**  
Answer keys, scripts for audios and videos, assessment guidelines, and more

**Integrations**  
Integrations and rostering for easy tracking and course creation

# TAKE SPANISH PROFICIENCY TO THE **NEXT LEVEL.**

## Triángulo APreciado and Azulejo

*Triángulo APreciado* offers the most innovative approach to Spanish proficiency at an AP® level, without sacrificing the depth and rigor required to score a 5. *Azulejo* exposes learners to every writer and artist on the College Board list, applies the 5 C's throughout its approach, and inspires with a "6th C" in every unit: Creativity.



## Classroom Readers and Workbooks



## Have questions?

Call Wayside Publishing at 1 (888) 302-2519,  
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