

Correlation to ACTFL World-Readiness Standards for Learning Languages

Wayside Publishing <i>EntreCulturas® 4</i>	
Correlation to ACTFL World-Readiness Standards for Learning Languages	
GOAL AREA: COMMUNICATION	
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	
<p>Standard 1.1 Interpersonal Communication</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 55, 26.2.</p> <p>Unidad 3: p. 133, 29.1.</p> <p>Unidad 3: p. 193, 24.</p> <p>Unidad 5: p. 318, 18.3.</p> <p>Unidad 6: p. 354, 3.3.</p> <p>Unidad 6: p. 409, Evaluación de tu comunicación interpersonal.</p>
<p>Standard 1.2 Interpretive Communication</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 56, 26.3.</p> <p>Unidad 2: p. 100, 13.2.</p> <p>Unidad 3: p. 184, 19.2–19.3.</p> <p>Unidad 4: p. 282, Evaluación de tu comprensión.</p> <p>Unidad 5: p. 304, 11.2.</p> <p>Unidad 6: p. 385, 18.2.</p>
<p>Standard 1.3 Presentational Communication</p> <p>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.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 75, Evaluación de tu presentación.</p> <p>Unidad 3: p. 139, 31.3.</p> <p>Unidad 3: p. 190, 21.4.</p> <p>Unidad 4: p. 273, 30.</p> <p>Unidad 5: p. 293, 4.3.</p> <p>Unidad 6: p. 363, 8.</p>

Correlation to ACTFL World-Readiness Standards for Learning Languages

GOAL AREA: CULTURES	
Interact with cultural competence and understanding	
<p>Standard 2.1 Relating Cultural Practices to Perspectives</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 14, 5.</p> <p>Unidad 1: p. 28, 12.</p> <p>Unidad 3: p. 204, 30.</p> <p>Unidad 4: p. 229, 6.</p> <p>Unidad 6: p. 363, 8.</p> <p>Unidad 6: p. 386, 19.</p>
<p>Standard 2.2 Relating Cultural Products to Perspectives</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 2: p. 88, 6.</p> <p>Unidad 2: p. 121, 22–23.</p> <p>Unidad 3: p. 164, 7.</p> <p>Unidad 5: p. 297, 6–7.</p> <p>Unidad 5: p. 329, 25.4.</p> <p>Unidad 6: p. 374, 13.</p>
GOAL AREA: 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>Standard 3.1 Making Connections</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 67, 31.2.</p> <p>Unidad 2: p. 83, 3.3.</p> <p>Unidad 2: p. 107, 15.2–15.3.</p> <p>Unidad 3: p. 176, 14.</p> <p>Unidad 4: p. 232, 7.4–7.5.</p> <p>Unidad 5: p. 296, 5.3.</p> <p>Unidad 6: p. 377, 14.3.</p>
<p>Standard 3.2 Acquiring Information and Diverse Perspectives</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: p. 33, 14.2.</p> <p>Unidad 2: p. 86, 4.3.</p> <p>Unidad 2: p. 88, 6.</p> <p>Unidad 2: pp. 96–98, 11.1–11.2.</p> <p>Unidad 2: pp. 114–116, 20.1–20.3.</p> <p>Unidad 3: pp. 161–164, 6.1–6.4.</p> <p>Unidad 3: p. 164, 7.</p> <p>Unidad 3: pp. 214–215, Vive entre culturas.</p> <p>Unidad 4: pp. 253–257, 21.1–21.4.</p>

Correlation to ACTFL World-Readiness Standards for Learning Languages

GOAL AREA: COMPARISONS	
Develop insight into the nature of language and culture in order to interact with cultural competence	
<p>Standard 4.1 Language Comparisons</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Student Textbook/Learning Site®</p> <p>Unidad 1: pp. 25–28, 11.1–11.4.</p> <p>Unidad 1: p. 28, 12.</p> <p>Unidad 3: pp. 197–201, 27.1–27.5.</p> <p>Unidad 4: p. 221, 3.1.</p>
<p>Standard 4.2 Cultural Comparisons</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Unidad 1: p. 48, 22.</p> <p>Unidad 1: p. 65, 29.</p> <p>Unidad 2: p. 90, 7.4.</p> <p>Unidad 3: p. 179, 16.3.</p> <p>Unidad 5: p. 324, 22.</p>
COMMUNITIES	
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	
<p>Standard 5.1 School and Global Communities</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Unidad 1: pp. 68–69, 32.1–32.3.</p> <p>Unidad 2: pp. 140–141, 32.1–32.3.</p> <p>Unidad 3: pp. 208–209, 33.1–33.4.</p> <p>Unidad 4: pp. 276–277, 32.1–32.4.</p> <p>Unidad 5: pp. 340–341, 32.1–32.4.</p> <p>Unidad 6: pp. 402–403, 29.1–29.4.</p>
<p>Standard 5.2 Lifelong Learning</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Unidad 1: p. 52, 24.</p> <p>Unidad 3: p. 160, 5.5.</p> <p>Unidad 4: p. 241, 13.1.</p> <p>Teacher’s Edition/Learning Site®</p> <p>pp. A22–A29, Level 4 <i>EntreCulturas®</i> Holistic Rubrics.</p> <p>Learning Site® Can-Do Statements and Portfolio for self-assessment.</p>