

CORRELATIONS WITH
OKLAHOMA ACADEMIC STANDARDS

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

Subject – 3169
***Tejidos* / Instructional Material Program**
Grades 9-12

| Page Number(s) | Standard / Objective and Correlating Content |
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| | <p>Goal 1: Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> |
| <p>Pages: Interpretación auditiva: Al escuchar 19, 36, 103, 111, 112, 157, 158, 159, 160, 177, 180, 261, 357, 359, 360</p> <p>Interpretación visual: Al interpretar 8, 177, 230, 333 Interpretación audiovisual: Al ver 52, 64, 65, 72, 76, 78, 88, 89, 126, 134, 185, 206, 210, 34, 237, 241, 264, 267, 297, 311, 336, 346, 370</p> <p>Interpretación de textos impresos: Al leer 10, 13, 16, 17, 22, 31, 33, 34, 39, 43, 45, 47, 66, 68, 71, 73, 74, 76, 96, 100, 102, 120, 121, 125, 129, 130, 134, 136, 143, 155, 161, 162, 169, 170, 173, 180, 194, 198, 203, 209, 214, 224, 226, 228, 230, 231, 232, 235, 239, 252, 258, 262, 267, 279, 282, 285, 290, 295, 299, 312, 314, 319, 324, 331, 332, 348, 352, 355, 356, 361, 366</p> | <p>1. Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> |

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| <p>Pages:</p> <p>Oral interpersonal: <i>Conversa y comparte</i> 6, 167; <i>Conversen en grupos</i> 9, 10, 52, 67, 89, 129, 132, 213, 215, 336, 346; <i>Conversa con un compañero</i> 6, 15, 16, 21, 33, 37, 45, 46, 55, 57, 64, 65, 67, 68, 73, 74, 78, 88, 89, 90, 91, 94, 95, 99, 102, 105, 106, 108, 109, 111, 120, 121, 122, 125, 127, 137, 139, 145, 147, 155, 156, 157, 159, 160, 161, 168, 170, 175, 177, 179, 182, 192, 193, 202, 207, 208, 226, 228, 229, 230, 233, 237, 238, 239, 241, 267, 269, 277, 278, 279, 284, 285, 289, 293, 295, 311, 319, 324, 330, 334, 347, 349, 351, 359, 361, 365, 366, 371; <i>Piensa – Conversa – Comparte</i> 21, 43, 45, 65, 67, 76, 88, 109, 122, 143, 147, 161, 173, 193, 207, 215, 226, 235, 239, 277, 289, 295, 334, 346, 347, 355, 360, 364</p> <p>Escritura interpersonal: correo electrónico 7, 20, 42, 95, 109, 113, 129, 142, 205, 210, 225, 296; mensaje electrónico 45, 160; blog 10, 16, 18, 37, 51, 58, 59, 65, 71, 75 102, 103, 315, 317; mensaje/respuesta en/de/por Facebook 20, 30, 54; escribe un(os) Tuit(s) 15, 31, 57, 107, 120, 121, 192, 205, 235, 241, 297, 317</p> | <p>2. Interpersonal Communication</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> |
| <p>Pages</p> <p>Presentación escrita: escribe un párrafo 9, 19, 91, 156, 167, 169, 182, 193, 238, 283, 302, 346, 368; escribe unas</p> | <p>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> |

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| <p>oraciones 9, 75, 91, 124, 193, 207, 208, 217, 225, 256, 260, 276, 288, 302, 323, 357, 358; escribe las respuestas 10, 15, 281; escribe un resumen 22, 77, 101, 333, 357; organizador 7, 8, 9, 10, 12, 19, 21, 23, 33, 34, 41, 43, 45, 47, 49, 56, 65, 66, 68, 71, 76, 78, 94, 97, 98, 106, 109, 113, 120, 122, 130, 136, 156, 158, 162, 165, 177, 181, 183, 192, 195, 198, 200, 201, 202, 209, 210, 211, 215, 222, 224, 226, 228, 235, 238, 241, 251, 252, 255, 257, 258, 276, 281, 283, 285, 287, 290, 294, 295, 299, 301, 310, 311, 319, 321, 323, 324, 327, 331, 332, 346, 349, 353, 355, 361, 363, 370; contesta las preguntas 10, 25, 110, 111, 127, 143, 177, 261, 267, 281, 359; escribe un poema 73, 183, 281; escribe un anuncio 74</p> <p>Presentación oral: comparte/compartir/compartan con la clase 6, 15, 21, 37, 39, 45, 52, 54, 64, 71, 73, 76, 78, 89, 99, 109, 122, 126, 137, 155, 156, 157, 161, 169, 170, 207, 208, 215, 225, 233, 235, 239, 260, 266, 276, 276, 278, 281, 284, 287, 295, 321, 329, 334, 346, 347, 351, 354, 355, 356, 357, 358; graba un mensaje 20, 25, 50, 91, 94, 179, 238, 269, 297, 311, 360; Podcast 25, 50, 317, 365; llamada de teléfono 35, 94; presentación oral 68, 114, 115, 270, 373</p> | |
| | <p>Goal 2: Culture Interact with Cultural Competence and Understanding.</p> |

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| <p>Pages Cultura: pinturas 21, 54, 177, 178, 222, 224, 225, 229, 241, 282, 283; obras 8, 9, 20, 23, 161, 176, 177, 178, 220, 224, 225, 226, 227, 228, 229, 233, 239, 242, 255, 257, 258, 260, 279, 282, 283, 289; canciones 178, 192, 240, 262, 265, 279; arte 8, 9, 20, 21, 23, 36, 104, 135, 145, 147, 176, 177, 178, 193, 220, 222, 223, 224, 225, 226, 227, 230, 232, 233, 234, 235, 239, 241, 242, 243, 276, 279, 282, 283, 289, 333; poemas 73, 98, 169, 172, 179, 180, 181, 182, 183, 252, 253, 254, 255, 256, 257, 260, 261, 262, 265, 278, 281, 284, 285, 287, 288; lecturas 34, 143, 194, 195, 204, 228, 258, 263, 283; all cultura boxes 21, 23, 54, 57, 75, 89, 92, 101, 102, 104, 107, 130, 134, 136, 137, 141, 162, 171, 172, 173, 196, 198, 199, 201, 222, 238, 239, 240, 250, 251, 265, 266, 293, 297, 298, 302, 303, 347, 354, 355, 356, 371; prácticas 21, 45, 54, 89, 104, 113, 197, 198, 199, 201, 202, 208, 216, 224, 293, 308, 317, 318, 344, 350, 351, 352, 354, 355, 356, 372; perspectivas 4, 21, 24, 25, 28, 51, 52, 54, 89, 104, 131, 167, 176, 178, 190, 197, 198, 199, 201, 202, 207, 208, 212, 224, 233, 239, 241, 242, 293, 344, 355,</p> | <p>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.</p> |
| <p>Pages Cultura: pinturas 21, 54, 177, 178, 222, 224, 225, 229, 241, 282, 283; obras 8, 9, 20, 23, 161, 176, 177, 178, 220, 224,</p> | <p>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.</p> |

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| <p>225, 226, 227, 228, 229, 233, 239, 242, 255, 257, 258, 260, 279, 282, 283, 289; canciones 178, 192, 240, 262, 265, 279; arte 8, 9, 20, 21, 23, 36, 104, 135, 145, 147, 176, 177, 178, 193, 220, 222, 223, 224, 225, 226, 227, 230, 232, 233, 234, 235, 239, 241, 242, 243, 276, 279, 282, 283, 289, 333,; poemas 73, 98, 169, 172, 179, 180, 181, 182, 183, 252, 253, 254, 255, 256, 257, 260, 261, 262, 265, 278, 281, 284, 285, 287, 288; lecturas 34, 143, 194, 195, 204, 228, 258, 263, 283; all cultura boxes 21, 23, 54, 57, 75, 89, 92, 101, 102, 104, 107, 130, 134, 136,137, 141, 162, 171, 172, 173, 196, 198, 199, 201, 222, 238, 239, 240, 250, 251, 265, 266, 293, 297, 298, 302, 303, 347, 354, 355, 356, 371; productos 21, 54, 89, 104, 197, 198, 199, 201, 202, 207, 208, 216, 224, 293, 355, 356; prácticas 21, 45, 54, 89, 104, 113, 197, 198, 199, 201, 202, 208, 216, 224, 293, 308, 317, 318, 344, 350, 351, 352, 354, 355, 356, 372</p> | |
| | <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>Pages Conexiones: encuestas 31, 32, 33, 38, 41, 43, 45, 57, 139, 140, 141, 142, 203, 362, 372; estadísticas 12, 13, 57, 118, 125, 126, 304, 305, 323, 334, 359; cifras 296, 361, 364; porcentajes (charts, graphics, tables, statistics, percentages)</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> |

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| <p>12, 13, 14, 34, 38, 39, 40, 41, 42, 126, 127, 128, 130, 141, 142, 212, 296, 298, 315, 329, 332, 361, 362, 363</p> | |
| <p>Pages Conexiones: culture boxes 21, 23, 54, 57, 75, 89, 92, 101, 102, 104, 107, 130, 134, 136,137, 141, 162, 171, 172, 173, 196, 198, 199, 201, 222, 238, 239, 240, 250, 251, 265, 266, 293, 297, 298, 302, 303, 347, 354, 355, 356, 371, comparaciones culturales 19, 31, 45, 106, 109, 124, 202</p> | <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> |
| | <p>Goal 4: Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p> |
| <p>Pages Comparaciones culturales o lingüísticas: cognados 43, 68, 143, 145, 181, 198, 208, 213, 285, 312, 314, 330, 333, 335; comparaciones culturales 19, 31, 45, 106, 109, 124, 202</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> |
| <p>Pages: Comparaciones culturales o lingüísticas: organizador de comparaciones 12, 19, 23, 45, 65, 156, 202, 238, 241, 301; compara 9, 12, 13, 19, 23, 33, 39, 41, 45, 65, 91, 94, 109, 112, 113, 124, 136, 156, 159, 172, 192, 202, 229, 238, 241, 301, 304, 318, 323, 329; semejanzas y/o diferencias 9, 12, 13, 19, 23, 33, 39, 41, 45, 65, 91, 94, 109, 112, 113, 124, 136, 156, 159, 172, 192, 202, 229, 238, 241, 301, 304, 318, 323, 329; comparaciones culturales 19, 31, 45, 106, 109, 124, 202</p> | <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> |

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| | <p>Goal 5: Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> |
| <p>Pages: Oral interpersonal: Conversa y comparte 6, 167; Conversen en grupos 9, 10, 52, 67, 89, 129, 132, 213, 215, 336, 346; Conversa con un compañero 6, 15, 16, 21, 33, 37, 45, 46, 55, 57, 64, 65, 67, 68, 73, 74, 78, 88, 89, 90, 91, 94, 95, 99, 102, 105, 106, 108, 109, 111, 120, 121, 122, 125, 127, 137, 139, 145, 147, 155, 156, 157, 159, 160, 161, 168, 170, 175, 177, 179, 182, 192, 193, 202, 207, 208, 226, 228, 229, 230, 233, 237, 238, 239, 241, 267, 269, 277, 278, 279, 284, 285, 289, 293, 295, 311, 319, 324, 330, 334, 347, 349, 351, 359, 361, 365, 366, 371; Piensa – Conversa – Comparte 21, 43, 45, 65, 67, 76, 88, 109, 122, 143, 147, 161, 173, 193, 207, 215, 226, 235, 239, 277, 289, 295, 334, 346, 347, 355, 360, 364 escritura Interpersonal correo electrónico 7, 20, 42, 95, 109, 113, 129, 142, 205, 210, 225, 296; mensaje electrónico 45, 160; blog 10, 16, 18, 37, 51, 58, 59, 65, 71, 75 102, 103, 315, 317; mensaje/respuesta en/de/ por Facebook 20, 30, 54; escribe un(os) Tuit(s) 15, 31, 57, 107, 120, 121, 192, 205, 235, 241, 297, 317</p> | <p>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.</p> |
| <p>Pages: Diario personal: 9, 10, 13, 19, 31, 32, 35, 39, 51, 54, 65, 66, 67, 68, 77, 78, 79, 88, 89, 96, 100, 103, 104, 105, 109, 111, 112, 122, 124, 125, 126,</p> | <p>2. Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

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| 127, 134, 137, 137, 139, 141, 143, 147, 161, 162, 168, 169, 170, 173, 175, 181, 193, 199, 207, 213, 214, 224, 230, 233, 235, 237, 238, 239, 252, 260, 261, 262, 269, 278, 279, 281, 283, 284, 285, 288, 289, 293, 295, 297, 302, 312, 314, 318, 323, 324, 330, 331, 332, 333, 337, 346, 347, 349, 353, 355, 360, 363, 364, 365, 366, 367, 369, 371 | |
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