

Correlation Guide for Triángulo Apreciado 6th Ed. to California State Standards

COMMUNICATION: Real-world communication is purposeful and takes place in a variety of authentic settings that represent what a student will experience in the target cultures.

Communication Standard 1: INTERPRETIVE COMMUNICATION

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.

<p>Intermediate WL.CM1.1 Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.</p>	<p>pp. 16 - 17, Presenta, Pasos 1 & 2; p. 50, En resumen: el IPA; p. 68-69, Presenta, Pasos 1 & 2; p. 114, En resumen: el IPA; p. 132-133, Presenta, Paso 1; p. 146, Presenta, Paso 1; p. 176, En resumen: el IPA, Evaluación de tu comprensión; p. 192, Presenta, Paso 1; p. 200, Infórmate, Pasos 1 & 2; p. 218, Infórmate, Paso 2; p. 238, En resumen: el IPA; p. 247, Infórmate, Paso 2; pp. 262-263 Infórmate, Paso 1 & Paso 2; pp. 276-277, Infórmate, Pasos 1 - 3; pp. 282-284, ¿Qué aprendiste?, Paso 2; pp. 285-286, Presenta, Paso 1; p. 295, En resumen: el IPA</p>
<p>Advanced WL.CM1.A Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that is spoken, written, or signed.</p>	<p>p. 50, En resumen: el IPA, Evaluación de tu comprensión; p. 185, Infórmate, Pasos 1 & 2; p. 192, Presenta, Paso 1; p. 212-213, Presenta, Pasos 1 & 2; p. 218, Infórmate, Pasos 1 & 2; pp. 229-230, Presenta, Paso 1; pp. 268-269, ¿Qué aprendiste?, Paso 2; pp. 270, Presenta, Paso 1</p>

Communication Standard 2: INTERPERSONAL COMMUNICATION

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.

<p>Intermediate WL.CM2.1 Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.</p>	<p>p. 7, Comunica; p. 8, ¡Para saber más!, Paso 1; p. 9, Infórmate, Paso 3; p. 29, Presenta, Paso 2; p. 45, Presenta, Paso 2; p. 50, En resumen: el IPA; p. 57, Comunica; pp. 58-59, ¡Para saber más!, Pasos 1 & 2; p. 76, ¡Para saber más!, Paso 2; p. 96, ¡Para saber más!, Pasos 1 & 2; p. 137, ¡Para saber más!, Pasos 1 & 2; p. 149, Presenta, Paso 2; pp. 183-184, ¡Para saber más!, Pasos 1 & 2; p. 194, Presenta, Paso 2; pp. 216-217, ¡Para saber más!, Pasos 1-3; p. 256, Presenta, Paso 2; pp. 259-261 ¡Para saber más!, Pasos 1-3; pp. 274-275, ¡Para saber más!, Pasos 1-3; p. 286, Presenta, Paso 2</p>
<p>Advanced WL.CM2.A Participate in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and formal settings.</p>	<p>p. 9, Infórmate, Paso 4; p. 21, Infórmate, Paso 4; p. 37, Infórmate, Paso 4; p. 61, Infórmate, Paso 4; p. 79, Infórmate, Paso 4; p. 99, Infórmate, Paso 4; p. 125, Infórmate, Paso 4; p. 139, Infórmate, Paso 4; p. 159, Infórmate, Paso 4; p. 185, Infórmate, Paso 4; p. 202, Infórmate, Paso 4; p. 194, Presenta, Paso 1; p. 220, Infórmate, Paso 4; p. 230, Presenta, Paso 2; p. 239, En resumen: el IPA, Evaluación de tu comunicación interpersonal; p. 247, Infórmate, Paso 4; p. 256, Presenta, Paso 2; p. 263, Infórmate, Paso 4; p. 271, Presenta, Paso 2; p. 277, Infórmate, Paso 4; p. 285, Presenta, Paso 2.</p>

Communication Standard 3: PRESENTATIONAL COMMUNICATION

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.

<p>Advanced WL.CM3.A Deliver presentations in culturally appropriate ways on topics of general public interest using paragraph-level discourse in major time frames through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</p>	<p>p. 17, Presenta, Paso 3; p. 30, Presenta, Paso 3; p. 45, Presenta, Paso 3; p. 51, En resumen: el IPA; p. 71, Presenta, Paso 3; p. 97, ¡Para saber más!, Paso 3; p. 177, En resumen: el IPA; p. 199, ¡Para saber más!, Paso 3; p. 213, Presenta, Paso 3; p. 239, En resumen: el IPA; p. 257, Presenta, Paso 3; p. 271, Presenta, Paso 3; p. 286, Presenta, Paso 3; p. 287, Atando cabos sueltos.</p>
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Communication Standard 4: Settings for Communication

Students use language in most informal and formal settings (Advanced)

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.23..3

<p>Intermediate WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.</p>	<p>TE, pp. xxvi-xxvii, Portfolio assessment; p. 15, ¿Qué aprendiste?, Paso 3; p. 15, ¿Qué aprendiste?, Paso 3; p. 17, Presenta, Paso 2; p. 34, ¡Para saber más!, Paso 1; p. 169, Presenta, Paso 3; p. 194, Presenta, Paso 2; p. 230, Presenta, Paso 2; p. 238, En resumen: el IPA; p. 271, Presenta, Paso 2.</p>
<p>Advanced WL.CM4.A Initiate opportunities to use culturally authentic, real-world, and academic language in most informal and formal settings within target-language communities in the United States and around the world.</p>	<p>p. 34, ¡Para saber más!, Paso 1; p. 146, ¿Qué aprendiste?, Paso 3; p. 156, ¡Para saber más!, Paso 2; p. 168, Presenta, Paso 2; p. 230, Presenta, Paso 2; p. 271, Presenta, Paso 2; p. 286, Presenta, Paso 2;</p>
<p>Communication Standard 5: Receptive Structures in Service of Communication Students use the following structures to communicate structures for major time frames and text structures for paragraph-level discourse (Advanced); Students use the following language text types to communicate paragraphs and strings of paragraphs (Advanced);</p>	
<p>Intermediate WL.CM5.I Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).</p>	<p>p. 35, ¡Para saber más!, Paso 3; p. 35, Estrategias; pp. 50 - 51, En resumen: el IPA; p. 55, El producto cultural; p. 77, ¡Para saber más!, Paso 3; p. 77, Estrategias; pp. 114 - 115, En resumen: el IPA; p. 119, El producto cultural; p. 153, Comunica; pp. 176 - 177, En resumen: el IPA; p. 181, El tema cultural; pp. 238 - 239, En resumen: el IPA; p. 243, El tema cultural; pp. 294 - 295, En resumen: el IPA.</p>
<p>Advanced WL.CM5.A Demonstrate understanding of topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax) in major time frames and paragraph-level discourse (text structure).</p>	<p>p. 35, ¡Para saber más!, Paso 3; p. 35, Estrategias; pp. 50 - 51, En resumen: el IPA; p. 55, El producto cultural; p. 77, ¡Para saber más!, Paso 3; p. 77, Estrategias; pp. 114 - 115, En resumen: el IPA; p. 119, El producto cultural; p. 153, Comunica; pp. 176 - 177, En resumen: el IPA; p. 181, El tema cultural; pp. 238 - 239, En resumen: el IPA; p. 243, El tema cultural; pp. 294 - 295, En resumen: el IPA;</p>
<p>Communication Standard 6: Productive Structures in Service of Communication Students use the following structures to communicate structures for major time frames and text structures for paragraph-level discourse (Advanced); Students use the following language text types to communicate paragraphs and strings of paragraphs (Advanced)</p>	
<p>Intermediate WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).</p>	<p>p. 7, Comunica; p. 8, ¡Para saber más!, Paso 3; p. 17, Presenta, Paso 3; p. 19, ¡Para saber más!, Paso 1; p. 20, Infórmate, Paso 1; p. 30, Presenta, Paso 3; p. 57, Comunica; p. 73, Comunica; p. 121, Comunica; p. 138, ¡Para saber más!, Paso 3; p. 153, Comunica; p. 184, ¡Para saber más!, Paso 3; p. 197, Comunica; p. 215, Comunica; p. 246, ¡Para saber más!, Paso 3; p. 261, ¡Para saber más!, Paso 3; p. 273, Comunica; p. 123, ¡Para saber más!, Paso 3; p. 157, ¡Para saber más!, Paso 3; p. 217, ¡Para saber más!, Paso 3; p. 245, ¡Para saber más!, Paso 3; p. 261, ¡Para saber más!, Paso 3; p. 273, Comunica; p. 275, ¡Para saber más!, Paso 3;</p>
<p>Advanced WL.CM6.A Communicate about topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax) in major time frames and paragraph-level discourse (text structure).</p>	<p>p. 89, Presenta, Paso 1; p. 92, Presenta, Paso 3; p. 149, Presenta, Paso 3; p. 184, ¡Para saber más!, Paso 3; p. 197, Comunica; p. 215, Comunica; p. 231 Ensayo argumentativo; p. 246, ¡Para saber más!, Paso 3; p. 287, Atnado cabos sueltos, Ensayo argumentativo.</p>
<p>Communication Standard 7: Language Comparisons in Service of Communication To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparison of similarities and differences in the target language and the language(s) they know.</p>	
<p>Intermediate WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.</p>	<p>p. 6, La gran diversidad del español; p. 36, La gran diversidad del español; p. 38, ¡OJO!; p. 56, La gran diversidad del español; p. 80, Estrategias; p. 94, La gran diversidad del español; p. 107, La gran diversidad del español; p. 138, ¡OJO!; p. 214, La gran diversidad del español; pp. 330 - 331, 332 - 333, 334 - 335, 336 - 337, AP Scoring Guidelines (GOOD, FAIR).</p>
<p>Advanced WL.CM7.A Identify similarities and differences in sentence-level elements (morphology and syntax) in major time frames and in paragraph-level discourse (text structure) of the languages known.</p>	<p>pp. 48-49, Gramática problemática; pp. 112-113, Gramática problemática; pp. 172-175, Gramática problemática; pp. 234-237, Gramática problemática; pp. 290-293, Gramática problemática; TE, pp. 306 - 315, IPA Rubrics, EM pp. 319 - 320, AP Exam Strategies, Interpersonal Writing, EM pp. 320 - 321, Presentational Writing; pp. 330, 332, 334, 336, AP Scoring guidelines (STRONG).</p>

CULTURES: Students must acquire the ability to interact appropriately with target culture bearers to communicate successfully. Culturally appropriate language usage requires an understanding of the relationships between the products and practices of cultures and their underlying perspectives. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in comparisons among their cultures and the target cultures, and also explore how cultures affect each other when they interact in multilingual and multicultural communities.

Cultures Standard 1: Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Intermediate
WL.CL.1.I

Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

p. 16 - 17, Presenta, Pasos 1 - 3; p. 24 - 27, ¿Aprecias la cultura hispanohablante? Pasos 1 - 3; p. 59, ¡Para saber más!, Paso 3; p. 122 - 123, ¡Para saber más!, Pasos 1 - 3; pp. 137-138, ¡Para saber más!, Pasos 1-3.

Advanced
WL.CL.1.A

Interact with cultural competence in most informal and formal settings.

p. 35, ¡Para saber más!, Paso 3; p. 73, Comunica; p. 121, Comunica; p. 153, Comunica; pp. 183-184, ¡Para saber más!, Pasos 1-3; p. 197, Comunica; p. 215, Comunica; pp. 216-217, ¡Para saber más!, Pasos 1-3; pp. 245-246, ¡Para saber más!, Pasos 1-3; pp. 259-261, ¡Para saber más!, Pasos 1-3; p. 273, Comunica.

Cultures Standard 2: Cultural Products, Practices, and Perspectives

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.

Intermediate
WL.CL.2.I

Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

p. 5, El producto cultural; p. 55, El producto cultural; pp. 64-65, ¿Aprecias la cultura hispanohablante?; pp. 66-67, ¿Qué aprendiste?, Pasos 1 - 3; pp. 104-106, ¿Qué aprendiste?, Pasos 1 - 3; p. 119, El producto cultural; p. 138, Exploraciones culturales.

Advanced
WL.CL.2.A

Participate, use, describe, and discuss the relationships among target cultures' products, practices, and perspectives in culturally appropriate ways in most informal and formal settings.

p. 15, ¿Qué aprendiste?, Paso 3; p. 27, ¿Qué aprendiste?, Paso 3; p. 61, Infórmate, Paso 3; p. 68, ¿Qué aprendiste?, Paso 3; p. 77, ¡Para saber más!, Paso 3; p. 87, ¿Qué aprendiste?, Paso 3; p. 106, ¿Qué aprendiste?, Paso 3; p. 132, ¿Qué aprendiste?, Paso 3; p. 139, Infórmate, Paso 3; p. 146, ¿Qué aprendiste?, Paso 3; p. 156, ¡Para saber más!, Paso 2; 159, Infórmate, Paso 3; p. 166, ¿Qué aprendiste?, Paso 3; p. 168, Presenta, Paso 2; p. 181, El tema cultural; p. 185, Infórmate, Paso 3; p. 190, ¿Qué aprendiste?, Paso 1; p. 192, ¿Qué aprendiste?, Paso 3; p. 201, Infórmate, Paso 2; p. 202, Infórmate, Paso 3 y 4; p. 212, Presenta Pasos 1 y 2; p. 220, Infórmate, Paso 3; p. 228, ¿Qué aprendiste?, Paso 3; ¿Qué aprendiste?, Paso 3; p. 243, El tema cultural; p. 255, ¿Qué aprendiste?, Paso 3; p. 268, ¿Qué aprendiste?, Paso 1; p. 270, ¿Qué aprendiste?, Paso 3; p. 284, ¿Qué aprendiste?, Paso 3.

Cultures Standard 3: Cultural Comparisons

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.

Intermediate
WL.CL.3.I

Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

p. 15, ¿Qué aprendiste?, Paso 3; p. 27, ¿Qué aprendiste?, Paso 3; p. 68, ¿Qué aprendiste?, Paso 3; p. 87, ¿Qué aprendiste?, Paso 3; p. 99, Infórmate, Paso 3; p. 106, ¿Qué aprendiste?, Paso 3; pp. 122-123, ¡Para saber más!, Pasos 1-3.

Advanced
WL.CL.3.A

Describe and explain similarities and differences among products, practices, and perspectives of general public interest in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

p. 44, ¿Qué aprendiste?, Paso 3; p. 68, ¿Qué aprendiste?, Paso 3; p. 71, Presenta, Paso 3; p. 77, ¡Para saber más!, Paso 3; p. 87, ¿Qué aprendiste?, Paso 3; p. 106, ¿Qué aprendiste?, Paso 3; p. 132, ¿Qué aprendiste?, Paso 3; p. 146, p. ¿Qué aprendiste?, Paso 3; p. 166, ¿Qué aprendiste?, Paso 3; p. 192, ¿Qué aprendiste?, Paso 3; p. 211, ¿Qué aprendiste?, Paso 3; p. 228, ¿Qué aprendiste?, Paso 3; p. 270, ¿Qué aprendiste?, Paso 3; p. 284, ¿Qué aprendiste?, Paso 3; p. 271, Presenta, Paso 3; p. 284, ¿Qué aprendiste?, Paso 3.

Cultures Standard 4: Intercultural Influences

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

Intermediate
WL.C.4.I

State reasons for cultural borrowings.

p. 82, Exploraciones culturales; p. 87, ¿Qué aprendiste?, Paso 3; p. 107, La gran diversidad del español; p. 130, ¿Qué aprendiste?, Paso 1; p. 183, ¡Para saber más!, Paso 2; pp. 190-192, ¿Qué aprendiste?, Pasos 1-3; p. 194, Presenta, Paso 2; p. 214, La gran diversidad del español; p. 216, ¡Para saber más!, Paso 1; p. 225, Palabra imprescindible para esta fuente; p. 266, Palabras imprescindibles para esta fuente.

Advanced
WL.CL.4.A

Describe how products, practices, and perspectives change when cultures come into contact.

p.15, ¿Qué aprendiste?, Paso 3; p. 27, ¿Qué aprendiste?, Paso 3; p. 44, ¿Qué aprendiste?, Paso 3; p. 68, ¿Qué aprendiste?, Paso 3; p. 106, ¿Qué aprendiste?, Paso 3; p. 122, ¡Para saber más!, Pasos 1 & 2; p. 125, Infórmate, Pasos 2-4; p. 132, ¿Qué aprendiste?, Paso 3; p. 166, ¿Qué aprendiste?, Paso 3; p. 188, Exploraciones culturales; p. 198, Exprésate; p. 207, Exploraciones culturales; p. 208, ¿Qué aprendiste?, Paso 1; p. 211, ¿Qué aprendiste?, Paso 3; p. 212, Exploraciones culturales; p. 214, La gran diversidad del español; p. 220, Infórmate, Pasos 3 & 4; p. 228, ¿Qué aprendiste?, Paso 3; p. 230, Presenta, Paso 2; p. 266, Palabras imprescindibles para esta fuente; p. 270, ¿Qué aprendiste?, Paso 3.

Connections

Language users address a variety of topics appropriate for their age and range of proficiency that increase their knowledge of numerous areas of the curriculum. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts.

Connections Standard 1: Connections to Other Disciplines

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.

Intermediate
WL.CN1.I
Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.

TE, pp. xviii - xxi, Temas curriulares, Contextos recomendados, Preguntas esenciales; p. 16 - 17, Presenta, Pasos 1 - 3; p. 28 - 30, Presenta, Pasos 1 - 3, Estrategias; pp. 34 - 35, ¡Para saber más!, Pasos 1 - 3, Estrategias; p. 41, Estrategias; pp. 44 - 45, Presenta, Pasos 1 - 3, Estrategias; p. 136, ¿Qué sabes?; pp. 137-138 ¡Para saber más!, Pasos 1-3; p. 139, Infórmate, Pasos 3 & 4; p. 140, ¿Qué más necesitas saber?; p. 42, Estrategias; p. 80, Estrategias; p. 162, Estrategias; p. 196, Estrategias.

Advanced
WL.CN1.A
Acquire, exchange, and present information in the target language on factual topics of public interest and general academic content across disciplines.

TE, pp. xviii - xxi, Temas curriulares, Contextos recomendados, Preguntas esenciales; pp. 144-146, ¿Qué aprendiste?, Pasos 1-3; pp. 149-150, Presenta, Pasos 2 & 3; p. 62, Estrategias; p. 64, Estrategias; p. 71, Estrategias; p. 77, Estrategias; p. 88, Estrategias; p. 103, Estrategias; p. 146, Estrategias; p. 155, ¡Para saber más!, Paso 1; p. 155, ¡Para saber más!, Paso 2; p. 155, ¡Para saber más!, Paso 3; p. 158, Estrategias; p. 267, Estrategias; pp. 158-159, Infórmate; pp. 164-166, ¿Qué aprendiste?; p. 176, En resumen: el IPA; p. 185, Infórmate; p. 190, ¿Qué aprendiste?; pp. 192-194, Presenta; pp. 198-199, ¡Para saber más!; pp. 200-202, Infórmate; pp. 208-211, ¿Qué aprendiste?; pp. 212-213, Presenta; pp. 218-220, Infórmate; pp. 226-228, ¿Qué aprendiste?; pp. 229-230, Presenta; pp. 238-239, En resumen: el IPA; p. 247, Infórmate; pp. 253-255, ¿Qué aprendiste?; pp. 256-257, Presenta; pp. 262-263, Infórmate; pp. 268-270, ¿Qué aprendiste?; pp. 270-271, Presenta; pp. 276-277, Infórmate; pp. 282-284, ¿Que aprendiste?; pp. 285-286, Presenta.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

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.

Intermediate
WL.CN2.I
Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

p. 12 - 15, ¿Qué aprendiste?, Pasos 1 -3; pp. 20-21, Infórmate, Pasos 1-4; pp. 24-25, ¿Aprecias la cultura hispanohablante?; p. 26 - 27, ¿Qué aprendiste?, Pasos 1 & 3; p. 34 -35, ¡Para saber más!, Pasos 1 - 3; pp. 40-44, ¿Aprecias la cultura hispanohablante? Pasos 1 - 3; pp. 64-68, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; p. 70, Presenta, Paso 2; p. 79, Infórmate, Paso 3; p. 92, Presenta, Paso 2; p. 99, Infórmate, Paso 2 & 3; pp. 104-105, ¿Qué aprendiste?, Pasos 1 & 2; pp. 130-131, ¿Qué aprendiste?, Pasos 1 & 2; p. 139, Infórmate, Paso 3; pp. 144-145, ¿Qué aprendiste?, Pasos 1 & 2; p. 159, Infórmate, Paso 3; pp. 164-165, ¿Qué aprendiste?, Pasos 1 & 2; p. 202, Infórmate, Paso 3; pp. 208-209, ¿Qué aprendiste?, Pasos 1 & 2; p. 220, Infórmate, Paso 3; pp. 226-227, ¿Qué aprendiste?, Pasos 1 & 2; p. 247, Infórmate, Paso 3; pp. 253-255, ¿Qué aprendiste?, Pasos 1 & 2; p. 268, ¿Qué aprendiste?, Paso 1; p. 277, Infórmate, Paso 3 .

Advanced
WL.CN2.A
Research and explain diverse perspectives and distinctive viewpoints on topics of general public interest in the target language through authentic materials from the target cultures.

pp. 82-87, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; pp. 102-106, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; pp. 128-132, ¿Aprecias la cultura hispanohablante? Pasos 1 - 3; pp. 142-146, ¿Aprecias la cultura hispanohablante? Pasos 1 - 3; pp. 162-166, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; pp. 168-169, Presenta, Pasos 2 & 3; pp. 188-192, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; p. 194, Pasos 2 & 3; pp. 206-211, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; pp. 212-213, Presenta, Pasos 2 & 3; pp. 224-228, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; p. 230, Presenta, Pasos 2 & 3; pp. 250-255, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; pp. 266-270, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; p. 270- 271, Presenta, Pasos 2 & 3; pp. 280-284, ¿Aprecias la cultura hispanohablante?, Pasos 1 - 3; p. 286, Presenta, Pasos 2 & 3.