

**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>p. 9, Actividad 2, Pasos 2-3                      p. 12, Actividad 5, Pasos 1-3                      pp. 14-15, Actividad 6, Pasos 1-2                      p. 17, Actividad 7, Paso 1                      p. 18, Actividad 8                      p. 19, Actividad 10, Paso 2                      p. 23, Actividad 13, Pasos 1-2; Actividad 13, Pasos 1-2                      p. 33, Actividad 23, Paso 2                      p. 35, Actividad 25, Pasos 1-2                      p. 37, Actividad 27, Paso 1                      p. 39, Actividad 29, Paso 1                      p. 45, Actividad 32, Paso 1                      p. 48, Actividad 33, Paso 2                      p. 49, Actividad 33, Paso 4                      p. 50, Actividad 34, Pasos 2-3                      pp. 55-57, Actividad 37, Pasos 2-3                      pp. 58-60, Actividad 38, Paso 1                      p. 60, Vive entre culturas, Interpretive Assessment                      pp. 68-69, Actividad 2, Pasos 1-3                      p. 71, Actividad 4                      p. 72, Actividad 6, Paso 1                      p. 74, Actividad 8                      p. 75, Actividad 9                      p. 77, Actividad 10                      p. 77, Actividad 11                      p. 81, Actividades 17-18                      p. 83, Actividad 20                      p. 84, Actividad 21, Paso 1                      p. 86, Actividad 23</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM1.N.</p>	<p>p. 88, Actividad 25                  p. 89, Actividad 26                  p. 92, Actividad 31, Paso 1                  p. 98, Actividad 32, Paso 1                  p. 101, Actividad 35, Paso 2                  p. 102, Actividad 36, Paso 2                  p. 104, Actividad 37, Paso 2                  p. 107, Actividad 38, Paso 4                  p. 108, Actividad 39, Paso 2                  p. 110, Actividad 40, Pasos 1-2                  p. 120, Actividad 2, Pasos 2-3                  p. 122, Actividad 3                  p. 131, Actividad 12; Actividad 13                  p. 132, Actividad 15                  p. 137, Actividad 21, Enfoque cultural                  p. 156, Pasos 2-3                  p. 158-159, Actividad 40, Pasos 2-4                  p. 160, Actividad 41, Pasos 1-2                  p. 161, Actividad 42                  p. 162, Actividad 43, Paso 2                  p. 165, Actividad 45, Paso 3                  p. 175, Actividad 2, Paso 2                  p. 177, Actividad 4                  p. 185, Actividad 11; Actividad 12                  p. 189, Actividad 17                  p. 208, Actividad 36, Paso 1                  pp. 209-210, Actividad 37, Pasos 1-3                  p. 211, Actividad 38                  pp. 214-215, Actividad 41                  p. 218, 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. 11, Actividad 4, Paso 1                      p. 18, Actividad 9                      p. 24, Actividad 15, Paso 2                      p. 25, Actividad 16, Paso 2                      p. 28, Actividad 18                      p. 29, Actividad 19, Paso 2                      p. 29, Actividad 20                      p. 32, Actividad 22, Paso 3                      p. 33, Actividad 24, Paso 2                      p. 36, Actividad 26, Paso 1                      p. 39, Actividad 29, Paso 2                      p. 44, Actividad 30, Paso 2; Actividad 31, Paso 2                      p. 59, Actividad 38, Paso 2                      p. 61, Vive entre culturas, Interpersonal Assessment                      p. 73, Actividad 6, Paso 3                      p. 74, Actividad 7, Paso 2                      p. 79, Actividad 13; Actividad 14                      p. 81, Actividad 16, Paso 2                      p. 84, Actividad 21, Paso 2                      p. 89, Actividad 27                      p. 91, Actividad 30                      p. 93, Actividad 31, Paso 2                      p. 98, Actividad 32, Paso 2                      p. 99, Actividad 34, Pasos 1-2                      p. 102, Actividad 36, Paso 1                      p. 110, Actividad 40, Paso 2                      p. 125, Actividad 7                      p. 129, Actividad 11                      p. 133, Actividad 17                      p. 134, Actividad 18</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM2.N.</p>	<p>p. 135, Actividad 20, Paso 2                      p. 139, Actividad 24, Paso 2; Actividad 25                      p. 141, Actividad 27                      p. 142, Actividad 28, Pasos 1-2                      p. 146, Actividad 31, Pasos 1-2                      p. 153, Actividad 37, Paso 2                      p. 155, Actividad 39, Paso 1                      p. 161, Actividad 43, Paso 1                      p. 163, Actividad 44, Paso 2                      p. 164, Actividad 45, Paso 1                      p. 165, Actividad 45, Paso 4                      p. 165, Actividad 46, Paso 2                      p. 175, Actividad 2, Paso 3                      p. 185, Actividad 13                      p. 186, Actividad 15                      p. 190, Actividad 20                      p. 191, Actividad 22, Paso 1                      p. 204, Actividad 33                      p. 207, Actividad 35                      p. 217, Actividad 43, Paso 1                      p. 218, 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>p. 11, Actividad 4, Paso 2                      p. 17, Actividad 7, Paso 2                      p. 19, Actividad 10, Paso 1                      p. 24, Actividad 15, Paso 2                      p. 29, Actividad 19, Paso 1                      p. 31, Actividad 22, Paso 2                      p. 33, Actividad 23, Paso 3                      p. 36, Actividad 26, Paso 2                      p. 38, Reflexión intercultural                      p. 44, Actividad 30, Paso 1                      p. 49, Actividad 33, Paso 4                      p. 57, Actividad 37, Paso 4                      p. 61, Vive entre culturas, Presentational Assessment                      p. 84, Actividad 21, Paso 1                      p. 85, Actividad 22, Paso 2                      p. 86, Actividad 24                      p. 101, Actividad 35, Paso 3                      p. 102, Actividad 36, Paso 3                      p. 111, Actividad 40, Pasos 3-4                      p. 113, Vive entre culturas, Presentational Assessment                      p. 123, Actividad 4, Paso 2                      p. 128, Actividad 9                      p. 138, Actividad 23                      p. 142, Actividad 29                      p. 147, Actividad 32; Actividad 33                      p. 152, Actividad 35                      p. 153, Actividad 36                      p. 153, Actividad 37, Paso 1                      p. 157, Actividad 39, Paso 5</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM3.N.</p>	<p>p. 158, Actividad 40, Paso 1                      p. 165, Actividad 45, Paso 2                      p. 167, Presentational Assessment                      p. 179, Actividad 6, Paso 2                      p. 183, Actividad 9, Paso ; Actividad 9, Paso 2                      p. 186, Actividad 14                      p. 187, Actividad 16                      p. 190, Actividad 20                      p. 191, Actividad 21, Paso 1; Actividad 22, Paso 2                      p. 193, Actividad 24                      p. 195, Actividad 26, Paso 2; Actividad 26, Paso 3                      p. 198, Actividad 28; Actividad 29; Actividad 30, Pasos 1-2                      p. 204, Actividad 31; Actividad 32                      p. 216, Actividad 42, Paso 2; Actividad 43, Paso 2                      p. 218, Presentational Assessment</p>
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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. 57, Reflexión intercultural p. 59, Reflexión Intercultural p. 69, Reflexión intercultural p. 86, Reflexión intercultural p. 98, Actividad 33 p. 165, Actividad 45, Paso 4; Actividad 46, Paso 2 p. 199, Reflexión intercultural; Estrategias

**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>p. 9, Actividad 2, Paso 2; Actividad 2, Paso 3</p> <p>p. 11, Actividad 3</p> <p>p. 12, Actividad 5, Pasos 1-2</p> <p>p. 14 - 15, Actividad 6, Pasos 1-2</p> <p>p. 17, Actividad 7, Paso 1</p> <p>p. 18, Actividad 8</p> <p>p. 19, Actividad 10, Paso 2</p> <p>p. 21, Actividad 11</p> <p>p. 22, Actividad 12</p> <p>p. 23, Actividad 13, Pasos 1-2; Actividad 14, Pasos 1-2</p> <p>p. 27, Actividad 17</p> <p>p. 31, Actividad 21</p> <p>p. 32, Actividad 23, Paso 1</p> <p>p. 33, Actividad 23, Paso 2</p> <p>p. 35, Actividad 25, Pasos 1-2</p> <p>p. 37, Actividad 27, Paso 1</p> <p>p. 38, Actividad 28</p> <p>p. 39, Actividad 29, Paso 1</p> <p>p. 45, Actividad 32, Paso 1</p> <p>p. 47, Actividad 33, Paso 1</p> <p>p. 48 - 49, Actividad 33, Pasos 2-3</p> <p>p. 50 - 51, Actividad 34, Pasos 2-3</p> <p>pp. 52-53, Actividad 35</p> <p>p. 53, Actividad 36, Paso 1</p> <p>pp. 55-57, Actividad 37, Pasos 2-3</p>



<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM5.N.</p>	<p>pp. 58-59, Paso 1                      p. 61, Vive entre culturas, Interpersonal Assessment                      pp. 68-69, Actividad 2, Pasos 1-3                      p. 71, Actividad 3; Actividad 4                      p. 72, Actividad 5; Actividad 6, Paso 1                      p. 74, Actividad 8                      p. 75, Actividad 9                      p. 77, Actividad 11; Actividad 11                      p. 78, Actividad 12                      p. 81, Actividad 15; Actividad 17; Actividad 18                      p. 83, Actividad 19; Actividad 20                      p. 85, Actividad 22, Paso 1                      p. 86, Actividad 23                      p. 88, Actividad 25                      p. 89, Actividad 26                      p. 90, Actividad 28                      p. 91, Actividad 29                      p. 92, Actividad 31, Paso 1                      p. 98, Actividad 32, Paso 1                      p. 99, Actividad 34, Paso 1                      p. 101, Actividad 35, Paso 2                      p. 102, Actividad 36, Paso 2                      p. 103, Actividad 37, Paso 2                      pp. 106-107, Actividad 38, Pasos 1 &amp; 4                      p. 108, Actividad 39, Paso 2                      p. 110, Actividad 40, Pasos 1                      p. 120, Actividad 2, Pasos 2-3                      p. 122, Actividad 3                      p. 127, Actividad 8                      p. 129, Actividad 10                      p. 131, Actividad 12; Actividad 13                      p. 132, Actividad 14; Actividad 15                      p. 137, Actividad 21                      p. 139, Actividad 24                      p. 145, Actividad 30                      p. 152, Actividad 34, Paso 1                      p. 155, Actividad 38                      p. 156, Actividad 39, Pasos 2-3                      pp. 158-159, Actividad 40, Pasos 2-4                      p. 160, Actividad 31, Pasos 1-2</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM5.N.</p>	<p>p. 161, Actividad 42                  p. 162, Actividad 43, Paso 2; Actividad 44, Paso 1                  p. 165, Actividad 45, Paso 3                  pp. 166-167, Interpretive Assessment                  pp. 174-175, Actividad 2, Pasos 1-2                  p. 177, Actividad 3; Actividad 4                  p. 185, Actividad 11; Actividad 12                  p. 189, Actividad 17                  p. 197, Actividad 27                  pp. 209-210, Actividad 37, Pasos 1-3                  p. 211, Actividad 38                  pp. 214-215, Actividad 41                  p. 218, Interpretive 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 4, Paso 1                      p. 13, Actividad 5, Paso 4                      p. 18, Actividad 9                      p. 25, Actividad 16, Pasos 1 -2                      p. 28, Actividad 18                      p. 29, Actividad 19, Paso 2                      pp. 31-32, Actividad 22, Pasos 1-3                      p. 33, Actividad 24, Paso 2                      p. 36, Actividad 26, Paso 1-2                      p. 37, Actividad 27, Paso 2                      p. 39, Actividad 29, Paso 2                      p. 73, Actividad 6, Paso 3                      p. 74, Actividad 7, Paso 2                      p. 79, Actividad 13; Actividad 14                      p. 81, Actividad 16, Paso 2                      p. 84, Actividad 21, Paso 2                      p. 91, Actividad 30                      p. 93, Actividad 31, Paso 2                      p. 98, Actividad 32, Paso 2                      p. 98, Actividad 33                      p. 99, Actividad 34, Paso 2                      p. 102, Actividad 36, Paso 1                      p. 121, Actividad 2, Paso 4                      p. 125, Actividad 7                      p. 129, Actividad 11</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WL.CM6.N.</p>	<p>p. 133, Actividad 17                  p. 134, Actividad 18                  p. 135, Actividad 20, Paso 2                  p. 139, Actividad 24, Paso 2; Actividad 25                  p. 141, Actividad 27                  p. 142, Actividad 28, Pasos 1-2                  p. 146, Actividad 31                  p. 153, Actividad 37, Paso 2                  p. 161, Actividad 43, Paso 1                  pp. 164-165, Actividad 45, Pasos 1 &amp; 4                  p. 175, Actividad 2, Paso 3                  p. 185, Actividad 13                  p. 186, Actividad 15                  p. 204, Actividad 31; Actividad 33                  p. 207, Actividad 35                  p. 218, Interpersonal Assessment</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. 16, ¿Qué observas? pp. 40-41, Síntesis de gramática pp. 94-95, Síntesis de gramática p. 121, Práctica cultural p. 126, ¿Qué observas? p. 136, ¿Qué observas? p. 188, ¿Qué observas? p. 197, Expresiones útiles pp. 200-201, 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. 25, Actividad 16, Paso 2 p. 33, Actividad 24, Paso 2 p. 73, Actividad 7, Paso 3 p. 89, Actividad 27 p. 93, Actividad 31, Paso 2 p. 99, Actividad 34, Paso 2 p. 143, Enfoque cultural

**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. 71, Práctica cultural p. 75, Producto cultural p. 98, Actividad 32, Pasos 1-2 p. 121, Práctica cultural p. 143, Práctica cultural pp. 155-156, Actividad 38, Pasos 1-2

**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. 6, Actividad 1 p. 22, Enfoque cultural p. 38, Actividad 28 p. 45, Actividad 32, Paso 2 p. 59, Reflexión intercultural p. 66, Actividad 1, Pasos 1-2 p. 101, Actividad 35, Pasos 1-3 p. 102, Actividad 36, Pasos 1-3 p. 110, Actividad 40, Pasos 1-2 p. 118, Actividad 1 p. 172, Actividad 1

**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. 21 TE Enfoque cultural pp. 103-104, Actividad 37, Pasos 1-3 pp. 105-106, Actividad 38, Pasos 1-4 pp. 158-159, Actividad 40, Pasos 1-5 p. 162, Actividad 43, Paso 2 pp. 212-213, Actividad 39, Pasos 1-2 p. 213, Actividad 40 p. 214, Perspectiva cultural pp. 214-215, Actividad 41

**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.	<p>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> <p>p. 5, Comparaciones</p> <p>p. 49, Actividad 33, Pasos 3-4</p> <p>p. 50, Actividad 34, Pasos 1-3</p> <p>p. 178, Actividad 5</p> <p>pp. 178-179, Actividad 6, Pasos 1-2</p> <p>pp. 182-183, Actividad 9, Pasos 1-2</p> <p>p. 183, Actividad 10, Pasos 1-2</p> <p>p. 191, Actividad 21; Actividad 22, Pasos 1-2</p> <p>p. 204, Actividad 31</p> <p>p. 208, Actividad 36, Pasos 1-2</p> <p>p. 211, Actividad 38</p> <p>p. 212, Actividad 39</p> <p>p. 213, Actividad 40</p> <p>pp. 214-215, Actividad 41</p> <p>p. 216, Actividad 42, Pasos 1-2</p> <p>p. 217, Actividad 43, Pasos 1-2</p>



**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. 13, Enfoque cultural p. 15, Enfoque cultural p. 21, Enfoque cultural p. 22, Enfoque cultural pp. 50-51, Actividad 34 p. 71, Enfoque cultural p. 75, Enfoque cultural p. 87, Enfoque cultural p. 98, Actividad 32, Pasos 1-2 p. 99, Actividad 34 p. 101, Actividad 35 Pasos 1-3 p. 102, Actividad 36, Pasos 1-3 p. 137, Enfoque cultural p. 156, Actividad 39, Pasos 2-5 p. 161, Actividad 42 p. 162, Actividad 44 pp. 184-185, Actividad 11