

Correlation Guide for APprens 2E 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.I 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. 52-53, act. 2-4; p. 81, #1-5; pp. 106-108, #1-5; p. 111, #1-5; pp. 202-203, #1-5; p. 290, act. 1; pp. 291-293, act. 3; pp. 302-303, #1-5; p. 350-351, act. 4; pp. 390-391, act. 1; p. 396, act. 3; p. 436, act. 1</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>pp. 14-15, #1-5; pp. 16-18, #1-5; pp. 22-25; pp. 28-29, #1-5; pp. 30-32, #1-6; p. 33, #1-5; pp.36-39; p. 49, act. 6; pp. 60-62, #1-5; pp. 74-76, #1-6; p. 77-80, #1-5; pp. 102-103, act. 2; pp. 109-110, #1-5; pp. 120-122, #1-6; pp. 124-126, #1-6; p. 127, #1-5; pp. 152-155, #1-5; pp. 156-158, #1-5; p. 159, #1-5; p. 167; pp. 170-171, #1-5; pp. 172-175, #1-5; pp. 176-177, #1-5; pp. 204-205, #1-5; pp.206-207, #1-5; pp. 216-217, #1-5; pp. 218-222, #1-5; p. 223, #1-5; pp. 248-249, #1-5; pp. 250-252, #1-5; pp. 262-264, #1-5; pp. 265-268, #1-5; p. 269, #1-5; p. 286, act. 7; p. 297, act. 7; pp. 304-306, #1-5; p. 307, #1-5; pp. 318-319, #1-5; pp. 320-322, #1-5; p. 323, #1-5; pp. 338-339, act. 1-2; p. 344, act. 1; p. 352-353, #1-5; pp. 354-356, #1-5; p. 357, #1-5; pp. 368-371, #1-5; pp. 372-374, #1-5; p. 375, #1-6; p. 392, act. 3; p. 394, act. 1; p. 395, act. 2; pp. 398-401, #1-6; pp. 402-406, #1-5; p. 407, #1-5; p. 416-417, #1-5; pp. 418-420, #1-5; p. 421, #1-5; pp. 444-445, act. 2; pp. 448-449, #1-5; pp. 450-452, #1-5; p. 453, #1-5; pp. 462-463, #1-5; pp. 464-466, #1-5; p. 467, #1-5</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.I 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. 5, act. 6; p. 8, act. 1; p. 9, act. 2; p. 26; p. 40; p. 51, act. 9; p. 53, act. 5; p. 56, act. 12; p. 57, act. 13; pp. 64-65; p. 72; p. 96, act. 2; p. 105, act. 4, #2; p. 118; pp. 128-129; p. 134; p. 146, act. 5; pp. 160-161; p. 168; pp. 178-179; p. 184; p. 190, act. 1; p. 193, act. 7; p. 194, act. 8; p. 195, act. 1; p. 200, act. 4; pp. 208-209; p. 214; p. 232; p. 260; p. 287, act. 9; p. 294, act. 1; pp. 324-325; p. 338, act. 1; p. 348, act. 1; p. 349, act. 3; pp. 376-377; p. 382; p. 388, act. 1-2; p. 389, act. 3; pp. 390-391, act. 1; p. 430; p. 436, act. 1, #2; p. 437, act. 2; p. 440, act. 2; p. 446, act. 3; p. 460</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. 10, act. 3; pp. 20-21; pp. 34-35; pp. 82-83; pp.112-113; p. 149, act. 2-3; pp. 224-225; pp. 254-255; pp. 270-271; p. 276; p. 297, act. 7; pp. 308-309; p. 316; p. 332; p. 344, act. 1; pp. 358-359; p. 366; p. 392, act. 3; p. 394, act. 1; p. 395, act. 2; pp. 408-409; p. 414; pp. 422-423; p. 444, act. 1; pp. 454-455; pp. 468-469; p. 474</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>Intermediate WL.CM3.I Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.</p>	<p>p. 5, act. 6; p. 7, act. 8-9; p. 10, act. 4-6; p. 11, act. 5; p. 12, act. 9; p. 27; p. 50, act. 8; p. 56, act. 11; p. 57, act. 13; p. 102, act. 3; p. 105, act. 6; p. 119; p. 135; p. 143, act. 9; p. 185; p. 191, act. 3-4; pp. 192-193, act. 1-6; p. 194, act. 9; p. 195, act. 1; p. 201, act. 8; p. 215; p. 285, act. 5-6; p. 288, act. 10; pp. 291-293, act. 3-5; p. 294, act. 1; p. 296, act. 6; p. 299, act. 3, 5-7; p. 339, act. 3; p. 343, act. 9; p. 344, act. 2; p. 351, act. 5; p. 389, act. 3; p. 397, act. 4; p. 439, act. 4; p. 440, act. 1-2; pp. 442-443, act. 3-4</p>
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<p>Advanced WL.CM3.A</p> <p>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>pp.22-24; pp. 36-39; pp. 66-71, p. 73; pp. 84-87; pp. 114-117; pp. 130-133; p. 151, act. 7; p. 169; pp. 180-183; pp. 210-213; pp. 226-231; p. 247, act. 5; pp. 256-259; pp. 272-275; pp. 310-315; pp. 326-331; p. 333; p. 347, act. 5; pp. 360-365; p. 367; pp. 378-381; p. 383; p. 393, act. 6; pp. 410-413; p. 415; pp. 424-429; p. 431; p. 447, act. 5; pp. 456-459; pp. 470-473; p. 475</p>
<p>Communication Standard 4: Settings for Communication <i>Students use language in most informal and formal settings (Advanced)</i> <i>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.</i></p>	
<p>Intermediate WL.CM4.I</p> <p>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>pp. 20-21; p. 26; pp. 34-35; p. 40; pp. 64-65; pp. 82-83; p. 118; p. 128-129; pp. 178-179; p. 184; pp. 208-209; p. 214; pp. 224-225; p. 232; pp. 254-255; p. 260; pp. 270-271; pp. 308-309; p. 316; pp. 324-325; p. 332; pp. 358-359; p. 366; pp. 376-377; p. 382; pp. 408-409; p. 414; pp. 423-423; p. 430; pp. 454-455; p. 460; pp. 468-469; p. 474</p>
<p>Advanced WL.CM4.A</p> <p>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>Communication Standard 5: Receptive Structures in Service of Communication <i>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);</i></p>	
<p>Intermediate WL.CM5.I</p> <p>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. 5, act. 1-3; p. 5, act. 6; p. 6, act. 7; pp. 8-9, act. 2; p. 10, act. 3; p. 11, act. 2; p. 11, act. 3-4; p. 12, act. 7-8; p. 14-15, #1-5; pp. 16-18, #1-5; p. 19, #1-5; pp. 20-21; pp. 22-25; pp. 30-33; pp. 34-35; p. 46, act. 2-3; p. 47, act. 1; pp. 47-48, act. 2-3; p. 49, act. 4-5; p. 51, act. 9; p. 53, act. 5; p. 54, act. 7-8; p. 55, act. 9; p. 58-59, #1-5; pp. 64-65; p. 72; pp. 74-76, #1-6; p. 81, #1-5; p. 88; p. 95, act. 2; p. 96, act. 1; p. 96, act. 2; p. 97, act. 1-4; p. 98, act. 5-7; pp. 104-105, act. 1-4; p. 105, act. 5; pp. 108-110, #1-5; p. 111, #1-5; p. 118; pp. 120-122, #1-6; pp. 128-129; p. 134; pp. 140-141, act. 1-4; pp. 142-143, act. 5-7; p. 144, act. 1-2; p. 145, act. 2; p. 146, act. 3; p. 146, act. 5; p. 149, act. 2-3; p. 150, act. 4-6; pp. 152-155, #1-5; pp. 160-161; p. 168; pp. 178-179; p. 184; p. 190, act. 1; p. 191, act. 2; p. 193, act. 7; p. 194, act. 8; pp. 195-197, act. 2-6; pp. 198-199, act. 1-3; p. 200, act. 4; p. 201, act. 7; pp. 202-203, #1-5; pp. 208-209; p. 214; p. 232; pp. 238-241, act. 1-6; p. 242, act. 1; pp. 244-245, act. 1-3; p. 260; pp. 282-283, act. 1-4; p. 287, act. 8-9; p. 290, act. 2; pp. 291-293, act. 3; p. 294, act. 1; p. 294, act. 2-3; p. 296, act. 5; p. 298, act. 1-2; pp. 302-303, #1-5; p. 316; p. 340, act. 4; p. 341, act. 5-6; p. 342, act. 7-8; p. 346, act. 3; p. 349, act. 3; pp. 350-351, act. 4; p. 382; p. 388, act. 1-2; p. 389, act. 3; pp. 390-391, act. 1; p. 396, act. 3; p. 430; p. 436, act. 1; p. 437, act. 2; p. 439, act. 4; p. 440, act. 1; p. 446, act. 3; p. 460</p>
<p>Advanced WL.CM5.A</p> <p>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. 12, act. 6; p. 49, act. 6; pp. 60-62, #1-5; p. 63, #1-6; pp. 66-71; pp. 77-80, #1-5; pp. 82-83; pp. 84-87; pp. 102-103, act. 2; pp. 106-108, #1-5; pp. 124-126, #1-6; p. 127, #1-5; p. 143, act. 8; pp. 147-148, act. 1; pp. 156-158, #1-5; pp. 162-167; pp. 170-171, #1-5; pp. 174-175, #1-5; pp. 180-182; pp. 204-205, #1-5; pp. 206-207, #1-5; pp. 208-209; pp. 216-217, #1-5; pp. 218-222, #1-5; p. 223, #1-5; pp. 224-225; pp. 248-249, #1-5; pp. 250-252, #1-5; p. 253, #1-5; pp. 254-255; pp. 256-259; pp. 262-264, #1-5; pp. 265-268, #1-5; p. 269, #1-5; pp. 270-271; pp. 272-275; p. 276; p. 286, act. 7; p. 290, act. 1; p. 297, act. 7; p. 297, act. 8; pp. 304-306, #1-5; p. 307, #1-5; pp. 308-309; pp. 310-315; pp. 318-319, #1-5; pp. 320-322, #1-5; p. 323, #1-5; pp. 324-325; pp. 326-331; p. 332; pp. 338-339, act. 1-2; p. 344, act. 1; pp. 352-353, #1-5; pp. 354-356, #1-5' p. 357, #1-5; pp. 358-359; pp. 360-365; p. 366; pp. 372-374, #1-5; p. 375, #1-6; pp. 376-377; pp. 378-381; p. 392, act. 3; p. 394, act. 1; p. 395, act. 2; pp. 398-401, #1-6; pp. 402-406, #1-5; p. 407, #1-5; pp. 408-409; pp. 410-413; p. 414; pp. 416-417, #1-5; pp. 418-420; p. 421, #1-5; pp. 422-423; pp. 424-429; pp. 444-445, act. 1-2; p. 447, act. 5; pp. 448-449, #1-5; pp. 450-452; p. 453, #1-5; pp. 454-455; pp. 456-459; pp. 462-463, #1-5; pp. 464-466, #1-5; p. 467, #1-5; pp. 468-469; pp. 470-473; p. 474</p>
<p>Communication Standard 6: Productive Structures in Service of Communication <i>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)</i></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. 5, act. 6; p. 11, act. 1; p. 11, act. 5; p. 12, act. 9; pp. 20-21; pp. 34-35; p. 46, act. 4; p. 50, act. 8; p. 51, act. 9; p. 53, act. 5; p. 55, act. 10; p. 56, act. 11; pp. 64-65; p. 72; p. 88; p. 95, act. 3-4; p. 96, act. 2; p. 96, act. 3; p. 100, act. 9-10; p. 101, act. 1; p. 102, act. 3; p. 118; p. 119; pp. 128-129; p. 134; p. 135; p. 143, act. 7; p. 143, act. 9; p. 144, act. 3; p. 145, act. 1; p. 145, act. 2; p. 146, act. 4-5; p. 149, act. 3; pp. 160-161; p. 168; pp. 178-179; p. 184; p. 185; p. 190, act. 1; p. 191, act. 3-4; pp. 192-193, act. 1-6; p. 194, act. 8-9; p. 194, act. 10-11; p. 195, act. 1; p. 197, act. 7; p. 200, act. 4-6; p. 201, act. 8; pp. 208-209; p. 214; p. 232; p. 240, act. 4; p. 241, act. 7; p. 243, act. 2-4; p. 247, act. 4; p. 260; p. 283-, act. 3-4; p. 285, act. 5-6; p. 288, act. 10; p. 290, act. 2; p. 293, act. 3-5; p. 294, act. 1; p. 296, act. 4; p. 296, act. 6; p. 298, act. 1-2; p. 299, act. 3-7; p. 338, act. 1; p. 339, act. 3; p. 340, act. 4; p. 342, act. 7; p. 344, act. 2; p. 346, act. 3-4; p. 349, act. 2-3; p. 351, act. 5; pp. 376-377; p. 382; p. 388, act. 1-2; p. 389, act. 3; pp. 390-391, act. 1; p. 391, act. 2; p. 393, act. 4-5; p. 397, act. 4; p. 430; p. 436, act. 1; p. 437, act. 2; p. 438, act. 3; p. 439, act. 4; p. 440, act. 1-2; pp. 442-443, act. 3-4; p. 446, act. 3; p. 460</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>pp. 66-71; p. 73; pp. 82-83; pp. 84-87; pp. 114-117; pp. 130-133; p. 143, act. 8; p. 151, act. 7; pp. 162-167; pp. 180-182; pp. 208-209; p. 215; pp. 224-225; pp. 226-231; pp. 254-255; pp. 256-259; pp. 270-271; pp. 272-275; p. 276; p. 297, act. 7-9; pp. 308-309; pp. 310-315; p. 316; pp. 324-325; pp. 326-331; p. 332; p. 333; p. 344, act. 1; p. 347, act. 5; pp. 358-359; pp. 360-365; p. 366; p. 367; pp. 378-381; p. 383; p. 392, act. 3; p. 393, act. 6; p. 394, act. 1; p. 395, act. 2; pp. 408-409; pp. 410-413; p. 414; p. 415; pp. 422-423; pp. 424-429; p. 431; pp. 444-445, act. 1-2; p. 447, act. 4-5; pp. 454-455; pp. 456-459; pp. 468-469; pp. 470-473; p. 474; p. 475</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. 5, act. 4-5; p. 50, act. 7; p. 52, act. 2; p. 54, act. 8; p. 96, act. 2; p. 100, act. 9; pp. 140-141, act. 3; p. 198, act. 1; p. 239, act. 2; p. 283, act. 2;</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>p. 296, act. 5; p. 299, act. 4; p. 437, act. 2; p. 438, act. 3</p>
<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.</p>	
<p>Cultures Standard 1: Culturally Appropriate Interaction Students interact with cultural competence and understanding.</p>	
<p>Intermediate WL.CL1.I Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.</p>	<p>p. 26; p. 40; p. 72; p. 96, act. 2; p. 118; pp. 128-129; p. 134; p. 184; p. 214; p. 232; p. 260; p. 276; p. 316; p. 323; p. 366; p. 382; p. 414; p. 430; p. 460</p>
<p>Advanced WL.CL1.A Interact with cultural competence in most informal and formal settings.</p>	<p>pp. 20-21; pp. 34-35; pp. 64-65; pp. 82-83; pp. 112-113; p. 145, act. 1; pp. 160-161; p. 168; pp. 178-179; pp. 208-209; pp. 224-225; pp. 254-255; pp. 270-271; pp. 324-325; pp. 358-359; pp. 376-377; pp. 408-409; pp. 422-423; pp. 454-455; pp. 468-469; p. 474</p>
<p>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.</p>	
<p>Intermediate WL.CL2.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>	<p>p. 46, act. 1; p. 46, act. 4; p. 50, act. 8; p. 53, act. 5; p. 56, act. 11; pp. 140-141, act. 3-4; p. 149, act. 2-3; pp. 180-183</p>

<p>Advanced WL.CL2.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>	<p>p. 56, act. 12; p. 73; pp. 84-87; pp. 114-117; pp. 130-133; p. 135; pp. 162-167; p. 184; pp. 210-213; p. 215; pp. 226-231; pp. 256-259; pp. 272-275; pp. 310-315; pp. 326-331; p. 333; pp. 360-365; pp. 378-381; p. 383; p. 415; pp. 424-429; p. 431; p. 447, act. 4-5; p. 447, act. 4-5; pp. 456-459; pp. 470-473; p. 475</p>
<p>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.</p>	
<p>Intermediate WL.CL3.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>	<p>p. 11, act. 2; p. 53, act. 4, #3; p. 54, act. 6; p. 119; pp. 147-148, act. 1; p. 149, act. 2-3; p. 150, act. 4-6; p. 431</p>
<p>Advanced WL.CL3.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>	<p>p. 27; p. 46, act. 1; p. 46, act. 4; p. 53, act. 5; p. 57, act. 13; p. 73; p. 88; pp. 130-133; p. 134; p. 151, act. 7; p. 169; p. 185; pp. 210-213; p. 214; pp. 226-231; p. 333; pp. 360-365; p. 367; p. 383; p. 415; p. 431; p. 447, act. 5; p. 475</p>
<p>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.</p>	
<p>Intermediate WL.C.4.I State reasons for cultural borrowings.</p>	<p>pp. 22-25</p>
<p>Advanced WL.CL4.A Describe how products, practices, and perspectives change when cultures come into contact.</p>	<p>pp. 22-24; pp. 34-35; pp. 248-249, #1-2, 5; p. 415; pp. 424-429</p>
<p>Connections <i>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.</i></p>	
<p>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.</p>	
<p>Intermediate WLCN1.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.</p>	<p>pp. 8-9, act. 2; pp.14-15, #1-5; pp. 60-62, #1-5; pp. 104-105; act. 2-4; pp. 238-239, act. 1-3; p. 243, act. 4; pp. 244-245, act. 1; p. 290, act. 1; pp. 302-303, #1-5; pp. 318-319, #1-5; p. 392, act. 3</p>
<p>Advanced WLCN1.A Acquire, exchange, and present information in the target language on factual topics of public interest and general academic content across disciplines.</p>	<p>pp. 16-18, #1-6; p. 19, #1-5; pp. 28-32; p. 33, #1-5; pp. 66-71; pp. 77-80, #1-5; pp. 130-133; p. 143, act. 8-9; pp. 147-148, act. 1; p. 247, act. 5; pp. 248-249, #1-5; pp. 250-252, #1-5; pp. 262-264, #1-5; pp. 265-268, #1-5; p. 269, #1-5; p. 286, act. 7; p. 297, act. 8-9; p. 307, #1-5; pp. 320-322, #1-5; p. 323, #1-5; pp. 352-353, #1-5; pp. 368-371, #1-5; pp. 372-374, #1-5; p. 375, #1-6; p. 383; p. 394, act. 1; pp. 402-406, #1-5; p. 407, #1-5; pp. 416-417, #1-5; pp. 418-420, #1-5; pp. 444-445, act. 2; p. 447, act. 5; pp. 450-452, #1-5; pp. 464-466, #1-5</p>

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.

<p>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>	<p>p. 46, act. 2-4; p. 56, act. 12; p. 62, #2, 4; p. 63, #1-6; p. 106-108, #1-5; pp. 109-110, #1-5; p. 111, #1-5; pp. 124-126, #1-6; p. 127, #1-5; p. 159, #1-5; pp. 176-177, #1-5; pp. 204-205, #1-5; pp. 206-207, #1-5; pp. 216-217, #1-5; pp. 218-222, #1-5; p. 223, #1-5; p. 253, #1-5; pp. 291-293, act. 3; p. 294, act. 3; pp. 304-306, #1-5; p. 344, act. 1; p. 357, #1-5; pp. 390-391, act. 1; pp. 398-401, #1-6; p. 421, #1-5; p. 439, act. 4; pp. 448-449, #1-5; pp. 462-463, #1-5; p. 467, #1-5</p>
<p>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.</p>	<p>pp. 22-25; pp. 28-33; pp. 36-39; p. 49, act. 6; pp. 66-71; pp. 84-87; pp. 102-103, act. 2; pp. 114-117; pp. 130-133; pp. 152-155, #1-5; pp. 156-158, #1-5; pp. 162-167; pp. 172-175; pp. 180-182; pp. 210-213; pp. 226-231; pp. 272-275; pp. 310-315; pp. 326-331; pp. 338-339, act. 1-2; pp. 360-365; pp. 378-381; pp. 410-413; pp. 424-429; p. 453, #1-5; pp. 456-459; pp. 470-473</p>