

Main Criteria: California Content Standards

Secondary Criteria: Tejidos

Subject: World Languages

Grades: 9, 10, 11, 12

California Content Standards

World Languages

CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM1.I.	<p>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>Tejidos p. 8, act 1 A; p.10, act. 2 B; p.12 -13, act. 2 C, ¿Qué aprendiste?; p. 13, act. 3 A; p. 16 - 17, 4 B y C; p. 19, act. 5 B y C; p. 36, act. 2 B y C; p. 52, act. 6 C y D; p. 39, act. 3 B y C; p. 43 - 45, act. 4 B y C; p. 47, act. 5 B y C; p. 64, Introducción, A y B; p. 65, Antes de empezar, B1; 72, act. 3 C1 y 2; p. 66, act. 1 B y C; p. 68, act. 2 B; p. 71 - 72, act. 3 B y C; p. 73 - 74, act. 4 B y C; p. 76, act. 5 B; p. 78, act. 6 B, C, D; p. 88, Introducción, B y C; p. 89, Antes de empezar, B y C; p. 103, act. 4 F; p. 96 - 97, act. 3 C y D; p. 100 - 101, act. 4 B y C; p. 102, act. 4 E; p. 111 - 113, act. 6 B - F; p. 125 - 127, act. 2 B - E; p. 134, act. 4 B; p. 157, act. 1 B; p. 158, act. 1 C, ¿Qué aprendiste?; p.159, act. 1 D; p.160, act. 1 D; p.161, act. 2 A, 2 - 4; p. 162, 2 B; p. 169, act. 3 B; p. 170, act. 4 B; p. 173, act. 5 B; p.177, act. 6 B; p. 180, act. 7, B2; p.180, act. 7 C; p. 194 - 195, act. 1 B y C; p. 198, act. 2 B; p. 203 - 204, act. 3 B y C; p. 206, act. 4 B; p. 210 - 211, act. 5 E; p. 230, act. 2, B; p. 234, act. 3 B; p. 237, act. 237 D; p. 239- 241, act. 4 B - E; p. 261, act. 2 E y F; p. 264, act. 3 C y D; p. 267, act. 4 B, C, D; p. 297, act. 5 F y G; p. 311, Introducción B y C; p. 336, act. 6 B; p. 346, Introducción B y C; p. 357, act. 2 F; p. 359, act. 3 B y Cp. 370, act. 6 B; p. 120 - 121, Antes de empezar, B 1 y 2; p. 129 - 130, act. 3 B; p. 134, act 4 B; p. 136, act. 4 C y D; p.143, act. 6 B; p. 144 - 147, ¿Qué entendiste?; p. 155, Antes de empezar, B; p. 209, act. 5 C; p. 214, act. 6 B; p. 224, Antes de empezar, B; p. 226, act. 1 B; p. 228, act. 1 D; p. 230, act. 2 B; 231, act. 2 C - F; p. 232, act 2 G y H; p. 235, act. 3 C; p. 239, act. 4 B; p. 252, act. 1 B; p. 258, act. 2 B; p. 262, act. 3 A; p. 267, act. 4 B, C, D; p. 279, p. 282, act. 2 B; p. 285, act. 3 B; p. 290, act. 4 B; p. 295, act. 5 D; p. 299, act. 6 B; 312, Antes de empezar, B; p. 314, act. 1 B; p. 319, act. 3 B; p. 324, act. 4 B; p. 331, act. 5 B; p. 332, act. 5 D; p. 333, act. 5 E; p. 348, Antes de empezar, B; p. 352, act. 1 C; p. 355, act. 2 B; p. 356, act. 2 C y D; p. 361, act. 4 B; p. 366, act 5 B.</p>
CONTENT STANDARD / DOMAIN / PART		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
FOUNDATION / PROFICIENCY LEVEL		Intermediate
GRADE LEVEL EXPECTATION	WL.CM2.I.	<p>Participate in real-world, spoken, written, or signed conversations related to self</p> <p>Tejidos</p>

		<p>p. 6, Introducción A; p. 10, act. 2 A; p. 15, Tu opinión cuenta; p.16, act. 4 B; p. 20 act. 5 D1; p. 21, act. 6 A y D; p. 33, act. 1 D 2; p. 37, act. 2 D 2; p. 39, act. 3 A; p. 43, act. 4 A y B; p. 45, act. 4 D; p. 46, act. 5 A; p. 49, act. 5 D; p. 52, act. 6 B, C, D; p. 55, act. 7 A; p. 57, act. 7, ¿Qué aprendiste? 2; p. 64, Introducción A, B, C; p. 65, Antes de empezar, A y B; p. 67, act. 1 D; p. 68, act. 2 A y B; p. 70, act. 2, C 2; p. 73, act. 3 D; p. 73, act. 4 A; p. 74, act. 4 D; p. 76, act. 5 A; p. 88, Introducción, A y C; p. 89, Antes de empezar, A y C; p. 90, act. 1,1; p. 94, act. 2 A 2; p. 95, act. 3 A; p. 99, act. 4 A; p. 102, act. 4 D; p. 105, act. 5 A; p. 106, act. 5 B 1 y 2; p. 108, act. 5 B, 3 c; p.109, act. 5 C, 4 b; p. 111, act. 6, A3, C2; p. 112, act. 6, E3; p. 120, Introducción, B; p. 121, Antes de empezar, C2; p. 125, act. 2, A1; p. 126, act. 2 C; p.129, act. 3 A; p. 132, act. 3 C, ¡Tu opinión cuenta!; p. 134, act. 4 A; p. 137, act. 4 E; p. 139, act. 5 A; p. 145, act. 6, ¿Qué entendiste?; p. 147, act. 6, ¡Tu opinión cuenta!; p. 156, act. 1 A 1; p. 157, act. 1 B 1; p. 159, act. 1, D1; p. 160, act. 1, D 3; p. 161, act. 2, A 1; p. 167, act. 2, ¡Tu opinión cuenta!; p. 177, act. 6, A 2; p. 179, act. 7 A; p. 192, Antes de empezar, A; p. 199, Reflexión; p. 202, act. 3 A; p. 207, act. 4 C; p. 208, act. 5 A; p. 212, act 5 F; p. 213, act. 6, A 2; p. 229, act. 1, ¡Tu opinión cuenta!; p. 230, act. 2 A; p. 233, act. 3, A 1; p. 238, act. 3, F 2; p. 239, act. 4, A 1; p. 252, act. 1, A 2; p. 277, Antes de empezar, A; p. 278, Antes de empezar, C, ¡Tu opinión cuenta!; p. 279, act. 1, A 1; p. 295, act. 5, C 1; p. 301, act. 6 C; p. 311, Introducción, C; p. 319, act. 3 A; p. 324, act. 4 A; p. 330, act. 5 A; p. 334, act. 6 A; p. 349, Antes de empezar, C; p. 351, act. 1 A; p. 359, act. 3, A 2; p. 361, act. 4, A 2; p. 371, act. 6, C 1.</p>
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM3.I.	<p>Make simple presentations in culturally appropriate ways on transactional and</p> <p>Tejidos</p> <p>p. 7, Antes de empezar, ¡Te toca a ti!; p. 9, act. 1, ¿Qué aprendiste?; p. 15, act. 3 B, ¡Tu opinión cuenta!; p. 18, act. 4, ¡Tu opinión cuenta!; p. 20, act. 5 D; p. 25, Evaluación final; p. 50, act. 5, ¡A tejer!; p. 68, Presentación oral; p. 104, act. 5, B, 2 b; p. 109, act. 5, C, 2; p.22, act. 6, E; p. 33, act. 1, ¿Qué aprendiste?, ¡Tu opinión cuenta!; p. 41, act. 3, ¡A tejer!; p. 45, act. 4, D 3, ¿Qué aprendiste?; p. 54, act. 6, ¡Tu opinión cuenta!; p. 65, Antes de empezar, B 2; p. 68, act. 2, B 2; p. 73, act. 3, D 1; p. 77, act. 5, ¡Tu opinión cuenta!; p. 79, act. 6, ¡Tu opinión cuenta!; p. 91, act. 1, ¡Tu opinión cuenta!, 2 b; p. 94, act. 2 C; p. 98, act. 3, ¿Qué aprendiste?; p. 104, act. 4, ¿Qué aprendiste?; p. 106, act. 5, B 2 b; p. 109, act. 5, C 2; p. 113, act. 6, ¡Tu opinión cuenta!; p. 115, Presentación oral; p. 121, Antes de empezar, B 2, C 1; p. 129, act. 3 A; p. 133, act. 3, ¡Te toca a ti!; p. 134, act. 4, A 2; p. 138, act. 4, ¿Qué aprendiste?; p. 142, act. 5, ¡Te toca a ti!; p. 147, act. 6 C; p. 154, Introducción, C; p. 156, Antes de empezar, C; p. 160, act. 1, ¡A tejer!; p. 167, act. 2, ¡Tu opinión cuenta!; p. 169, act. 3 C, D; p. 173, act. 5 A; p. p. 176, act. 5, ¡Te toca a ti!; p. 177, act. 6 A; p. 179, act. 6, C 3; p. 192, Introducción, C; p. 205, ¡Tu opinión cuenta!; p. 205, act. 4 A; p. 210, act. 5, D 2; p. 212, act. 5, F, ¡A tejer!; p. 225, Antes de empezar, C 2 y 3; p. 226, act. 1, A 3; p. 232, act. 2, ¿Qué aprendiste?; p. 235, act. 3, Reflexión; p. 238, act. 3, D 2, F 4; p. 241, act. 4, ¡Te toca a ti!; p. 251, Antes de empezar, C; p. 260, act. 2 C; p. 270, presentación oral; p. 276, Introducción, B; p. 277, Antes de empezar, B; p. 277, Antes de empezar, C; p. 281, act. 1, ¡Te toca a ti!; p. 284, act. 3, A c; p. 288, act. 3, 2 C 2; p. 299, act. 4, A 3; p. 294, act. 5 B; p. 297, act. 5, G; p. 301, act. 6 C; p. 311, Introducción, ¡Tu opinión cuenta!; p. 316, act. 1, C 1, ¡Te toca a ti!; p. 323, act. 3, ¿Qué aprendiste?; p. 329, Reflexión; p. 333, act. 5, E 2; p. 334, ¡A tejer!; p. 354, act. 1, ¡Tu opinión cuenta!; p. 360, act. 3, ¡Tu opinión cuenta!; p. 368, act. 5, C 3; p. 371, ¿Qué aprendiste?; p. 373, Presentación oral.</p>
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM4.I.	Participate in opportunities to use age-appropriate, culturally authentic, real-world, <u>Tejidos</u> p. 59, Evaluación final, Parte I; p. 372, Evaluación final; p. IV; p. 64, Antes de empezar, A; p. 67, act. 1, Reflexión; p. 70, ¡Te toca a ti!; p. 75, ¿Qué aprendiste?; p. 79, ¡Tu opinión cuenta!; p. 81, Evaluación final; p. 170, act. 4, A; p. 334, ¡A tejer!; p. 338, Evaluación final; p. 350, ¡Te toca a ti!; p. 368, ¡Te toca a ti!; p. 371, ¡Te toca a ti!; p. 371, ¿Qué aprendiste?.
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM5.I.	Demonstrate understanding of transactional and informal topics related to self and <u>Tejidos</u> p. 6, Introducción, B y C; p. 10, act. 2 B; p. 12, act. 2 C; p. 16 - 17, act 4, B y C; p. 19, act. 5, B y C; p. 22, act. 6, E; p. 23, ¿Que aprendiste?; p. 31, Antes de empezar, B y C; p. 33, act. 1 B; p. 34 - 35, act. 1, C, ¿Que aprendiste?; p. 36 - 37, act. 2, B, C, D; p. 39 - 41, act. 3, B, C, D; p. 43 - 45, act. 4, B, C, D; p. 47 - 49, act. 5, B, C, D; p. 52 - 54, act. 6, B, C, D, ¿Que aprendiste?; p. 56, act. 7, ¡Te toca a ti!, ¿Que aprendiste?; p. 64, Introducción, A y B; p. 65, Antes de empezar, B; p. 66 - 67, act. 1, B, C, D; p. 68 - 70, act. 2, B y C; p. 71 - 73, act. 3, B, C, D; p. 73 - 74, act. 4, B, C, D; p. 76, act. 5, A, B, C; p. 78 - 79, act. 6, B, C, D; p. 88, Introducción, B y C; p. 89, Antes de empezar, B y C; p. 96 - 97, act. 3, C y D; p. 100 - 101, act. 4, B y C; p. 102 - 103, act. 4, E, F; p. 103 - 104, G y H; p. 111 - 113, act. 6, B - F; p. 120 - 121, Antes de empezar, B y C; p. 123, act. 1, C; p. 125 - 126, act. 2, B y C; p. 130 - 132, act. 3, B y C; p. 134 - 136, act. 4, B, C, D; p. 143 - 147, act. 6, B, ¿Qué entendiste?; p. 155 - 156, Antes de empezar, B y C; p. 157 - 159, act. 1, B, C, ¿Que aprendiste?; p. 162 - 166, act. 2, B y C; p. 169, act. 3, B y C; p. 170 - 171, act. 4, B y C; p. 173 - 175, act. 5, B y C; p. 180 - 182, act. 7, B, C 1-5; p. 194 - 195, act 1, B y C; p. 198, act. 2 B; p. 201, act. 2 D; p. 203 - 204, act. 3, B y C; p. 208 - 212, act. 5, B - F; p. 214 - 215, act. 6, B y C; p.224 - 225, Antes de empezar, B y C; p. 226 - 229, act. 1, B - E; p. 230 - 232, act. 2, B - I; p. 239 - 241, act. 4, B - E; p. 252 - 255, act. 1, B, C 1 - 3; p. 258 - 260, act. 2, B y C; p. 261, act. 2, E y F; p. 262 - 264, act. 3, A - D; p. 267 - 269, act. 4, B - E; p. 279 - 281, act. 1, B - C; p. 282 - 283, act. 2, B y C; p. 285 - 288, act. 3, B - C; p. 290 - 293, act. 4, B y C; p. 295 - 297, act. 5, C - G; p. 299 - 301, act. 6, B y C; 312 - 313, Antes de empezar, B y C; p. 314 - 317, act. 1, B y C; p. 319 - 322, act. 3, B - D; p. 324 - 327, act. 4, B y C; p. 331 - 333, act. 5, B - E; p. 336, act. 6, B y C; p. 346, Introducción, B y C; p. 348 - 349, Antes de empezar, B - C; p. 352 - 353, act. 1, C y D; p. 355 - 358, act. 2, B - G; p 359 - 360, act. 3, B y C; p. 361 - 364, act 4, B y C; p. 366 -
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM6.I.	Communicate about transactional topics, and some informal ones, related to self <u>Tejidos</u> p. 7, Antes de empezar, ¡Te toca a ti!; p. 9, ¿Qué aprendiste?; p. 13, ¡Tu opinión cuenta!; p. 17, ¡Te toca a ti!; p. 18, ¡Tu opinión cuenta!; p. 19, ¿Qué aprendiste?; p. 20, act. 5, D; p. 23, ¿Qué aprendiste?; p. 41 ¡A tejer!; p. 45, ¿Qué aprendiste?; p. 49 - 50, ¡A tejer!; p. 58 - 59, Evaluación final; p. 70, act. 2 C; p. 73, act. 3 D 2; p. 77, ¡Tu opinión cuenta!; p. 79, ¡Tu opinión cuenta!; p. 80-81, p. 99 -Evaluación final; p. 93 - 95, act. 2, C 1 y 2; p. 103, act. 4 F; p. 109, act. 5, B 4 y C; p. 114 - 115, Evaluación final; p. 124, act. 1 D; p. 132, ¡Tu opinión cuenta!; p. 133, ¡Te toca a ti!; p. 138, ¿Qué aprendiste?; p.139, act. 5 A 3; p. 142, ¡Te toca a ti!; p. 148 - 149, Evaluación final; p. 154, Introducción, C; p. 160, ¡A tejer!; p. 167, ¡Tu opinión cuenta!, ¡A tejer!; p. 168, act. 3. Antes de leer. A: p. 175. Reflexión: p. 176. ¡Te toca a ti!; p. 179, act. 6 C 3 v 4; p.
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CM7.I.	Identify similarities and differences in the basic sentence-level elements <u>Tejidos</u> p. 9, Uso del lenguaje en contexto; p. 17, Uso del lenguaje en contexto; p. 31, p. 43, act. 4 B; p. 46, Uso del lenguaje en contexto; p. 55 - 56, act. 7; p. 68, act. 2, A 3; p. 70, act. 2 C; p. 71, act. 3 A; p. 78, act. 6 D; p. 92, Cultura; p. 93, Uso del lenguaje en contexto; p. 99, Uso del lenguaje en contexto; p. 102, Uso del lenguaje en contexto; p. 111, act. 6, A 3; p. 124, Uso del lenguaje en contexto; p. 155, Antes de empezar, B; p. 159 - 160, act. 1 D; p. 166, Uso del lenguaje en contexto; p. 179, act. 6 C 3; p.179 - 180, act. 7, A 2; 183, ¡A tejer!; p. 197, Uso del lenguaje en contexto; p. 208, act. 5, A 2; p. 235, act. 3; p. p. 260, Uso del lenguaje en contexto; p. 277, Antes de empezar, B 2; p. 295 - 296, act. 5 B 2, Cultura; p. 299 - 301, act 6; p. 302, Reflexión; p. 331, Uso del lenguaje en contexto; p. 348, Uso del lenguaje en contexto; p. 366, act. 5 B.
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CL1.I.	Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings. <u>Tejidos</u> p. 9, ¿Qué aprendiste?; p. 12, ¿Qué aprendiste?; p. 19, ¿Qué aprendiste?; p. 20, act. 5, Después de escuchar; p. 21, act. 6 A - D; p. 23, ¿Qué aprendiste?, 2; p. 34, act. 1 C; p. 37, ¿Qué aprendiste?; p. 38 - 41, act. 3; p. 45, act. 4 D; p. 54, ¿Qué aprendiste?; p. 57, ¿Qué aprendiste?; p. 65, Antes de empezar, B; p. 77, ¡Tu opinión cuenta!; p. 89, Antes de empezar, A; p. 90 - 91, act. 1; p. 92, Cultura; p. 94 - 95, act. 2; p. 104, ¿Qué aprendiste?; p. 106, act. 5, B 2; p. 110 - 113, act. 6; p. 121, Antes de empezar, C; p. 229, act. 3; p. 132, ¡Tu opinión cuenta!; p. 147, Reflexión; p. 160, ¡A tejer!; p.172,

		Cultura; p. 193, act. 1 A; p. 198 - 199, act. 2, B y C; p. 202, ¿Que aprendiste?; p. 207, act. 4 C; p. 212, act. 5 F; p. p. 238, act. 3, F; p. 241, act. 4 E; p. 250, Introducción; p. 251, Antes de empezar; p. 266, ¿Qué aprendiste?; p. 269, act. 4 E; p. 295, act. 5 C; p. 296, 5 E; p. 329, Reflexión; p. 336, act. 6 C; p. 347, ¡Tu opinión cuenta!; p. 349, Antes de empezar. Después de leer. Cap. 252, act. 1. Después de leer. p. 254, ¡Tu opinión
CONTENT STANDARD / DOMAIN / PART		The Cultures Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND		Cultures Standard 2: Cultural Products, Practices, and Perspectives 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		Intermediate
GRADE LEVEL EXPECTATION	WL.CL2.I.	Experience, recognize, and explore the relationships among typical age-appropriate <u>Tejidos</u> pp. 8-9, act. 1; p. 12, ¿Qué aprendiste?; p. 19, ¿Qué aprendiste?; p. 21, act. 6, B; p. 23, ¿Qué aprendiste?; p. 24, Evaluación final; p. 45, act. 4, C; p. 54, ¿Qué aprendiste?; p. 65, Antes de empezar, B; p. 104, ¿Qué aprendiste?; p. 106, act. 5, B2; p. 109, act. 5, C2; p. 112, act. 6, E4; p. 113, ¡A tejer!; p. 124, act. 1, D; p. 132, ¡Tu opinión cuenta!; p. 145, ¿Qué entendiste? x 2; p. 172, Tradiciones en Paraguay: <i>El amigo invisible</i> ; p. 176, ¡Te toca a ti!; p. 178, act. 6, C; p. 192, Antes de empezar; p. 199, Reflexión; p. 222, All cultura boxes: p. 21, p. 23, p. 54, p. 57, p. 75, p. 89, p. 92, p. 101, p. 102, p. 104, p. 107, p. 130, p. 134, p. 136, p. 137, p. 141, p. 162, p. 171, p. 172, p. 173, p. 196, p. 198, p. 199, p. 201, p. 222, p. 238, p. 239, p. 240, p. 250, p. 251, p. 265, p. 266, p. 293, p. 279, p. 282, p. 297, p. 298, p. 302, p. 303, p. 347, p. 354, p. 355, p. 356, p. 371.
CONTENT STANDARD / DOMAIN / PART		The Cultures Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND		Cultures Standard 3: Cultural Comparisons 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		Intermediate
GRADE LEVEL EXPECTATION	WL.CL3.I.	Exchange information about similarities and differences among common daily <u>Tejidos</u> p. 45, act. 4, C; p. 65, Antes de empezar, B; p. 106, act. 5, B2; p. 124, act. 1, D; p. 132, ¡Tu opinión cuenta!; p. 156, act. 1, A; p. 199, Reflexión; p. 301, act. 6, C.
CONTENT STANDARD / DOMAIN / PART		The Cultures Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND		Cultures Standard 3: Cultural Comparisons 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		Advanced
GRADE LEVEL EXPECTATION	WL.CL3.A.	Describe and explain similarities and differences among products, practices, and <u>Tejidos</u> p. 9, act. 1, B; p. 12, ¿Qué aprendiste?; p. 19, ¿Qué aprendiste?; p. 23, ¿Qué aprendiste?; p. 24, Evaluación final; p. 41, act. 3, D; p. 41, ¡A tejer!; p. 45, act. 4, C; p. 65, Antes de empezar, B; p. 104, ¿Qué aprendiste?; p. 106, act. 5, B2; p. 109, act. 5, C2; p. 112, act. 6, E4; p. 113, ¡A tejer!; p. 124, act. 1, D; p. 132, ¡Tu opinión cuenta!; p. 136, , act. 4, C y D; p. 172, Tradiciones en Paraguay: <i>El amigo invisible</i> ; p. 199, Reflexión; p. 156, act. 1, A; p. 202, ¿Qué aprendiste?; p. 229, ¡Te toca a ti!; - p. 301, act. 6, C; p. 318, act. 2, C; p. 323, ¿Qué aprendiste?; p. 329, Reflexión; p. 355, act. 2, B; p. 371. ¿Qué aprendiste?.
CONTENT STANDARD / DOMAIN / PART		The Cultures Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND		Cultures Standard 4: Intercultural Influences 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		Intermediate
GRADE LEVEL EXPECTATION	WL.CL4.I.	State reasons for cultural borrowings. <u>Tejidos</u> p. 21, act. 6, B y C; p. 23, ¿Qué aprendiste?; p. 104, ¿Qué aprendiste?; p. 106, act. 5,

		B2; p. 198, act. 1, B; 199, Reflexión; p. 202, ¿Qué aprendiste?; p. 207, act. 4, C; p. 208, act. 5, A; p. 212, act. 5, F; p. 216, Evaluación final; p. 222, Introducción, B; p. 239, act. 4 A y B; p. 242, Evaluación final; p. 261, act. 2, F; p. 269, act. 4, E; p. 270, Evaluación final; p. p. 284, act. 3, A; p. 289, act. 4, A; p. 293, act. 4, C; p. 293, ¡A tejer!; p. 355, act. 2, B; p. 356, act. 2, C y D.
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	WL.CN1.I.	Acquire, exchange, and present information in the target language on topics related <u>Tejidos</u> p. IV; p. 6, Introducción, A, D; p. 23, ¿Qué aprendiste?; p. 68, act. 2, A; p. 104, ¿Qué aprendiste?; p. 167, ¡A tejer!; p. 178, act. 6, C; p. 199, Reflexión; p. 241, act. 4, C; p. 242, Evaluación final; p. 288, p. act. 3, C; p. 293, ¡A tejer!; p. 314, act. 1, A2; p. 318, act. 2, A; p. 319, act. 3, A; p. 353, act. 1, D.
CONTENT STANDARD / DOMAIN / PART		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		Intermediate
GRADE LEVEL EXPECTATION	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. IV; p. 6, Introducción; p. 21, act. 6, C; p. 23, ¿Qué aprendiste?; p. 68, act. 2, A; p. 104, ¿Qué aprendiste?; p. 167, ¡A tejer!; p. 178, act. 6, C; p. 196, Conexiones con las matemáticas; p. 199, Reflexión; p. 233, act. 3, A; p. 241, act. 4, C; p. 242, Evaluación final; p. 288, p. act. 3, C; p. 293, ¡A tejer!; p. 314, act. 1, A2; p. 318, act. 2, A; p. 319, act. 3, A; p. 353, act. 1, D.