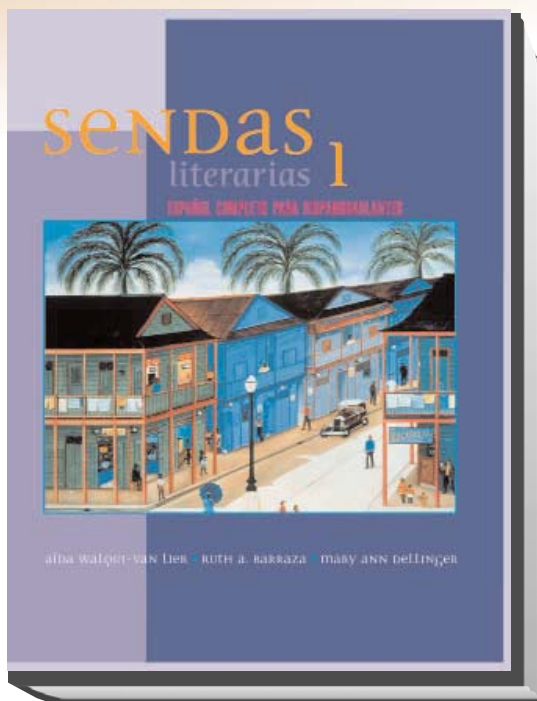


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C O R R E L A T E D T O
South Carolina Academic Standards for Modern Language, Developing Stage



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Correlated to
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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MODERN LANGUAGES	
Communication	
Essential Question 1.1	
What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue?	
Standard 1.1	
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. Standards for Foreign Language Learning in the 21st Century, p. 36	
Indicators	
The student will	
D-1.1-1 Use circumlocution and alternative phrasing in the target language when he or she cannot communicate a message adequately.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L), 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Amplíemos nuestra comprensión), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 75 (Piensa, anote y comparte)
	WB: 19 (Exercise 1), 148 (Exercise 3)

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D-1.1-2 Identify and respond appropriately in the target language to nonverbal cues.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L), 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Amplíemos nuestra comprensión), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 75 (Piensa, anote y comparte)
	WB: 62 (Exercise 3)
D-1.1-3 Use the target language to give directions and ask questions for clarification; understand directions given in the target language.	SE: 13 (Vocabulario clave del texto), 19 (Exercises C-D), 22 (Vocabulario clave del texto), 35 (Exercise E), 40 (Vocabulario clave del texto), 40 (Vocabulario clave del texto), 51 (Vocabulario clave del texto), 46 (Exercise D), 69 (Vocabulario clave del texto), 80 (Vocabulario clave del texto), 89 (Exercise E), 95 (Vocabulario clave del texto), 103 (Vocabulario clave del texto), 119 (Vocabulario clave del texto), 139 (Vocabulario clave del texto), 174 (Vocabulario clave del texto), 190 (Vocabulario clave del texto), 198 (Vocabulario clave del texto), 248 (Vocabulario del texto), 261 (Vocabulario clave del texto), 276 (Exercise H), 283 (Vocabulario clave del texto), 301 (Vocabulario clave del texto), 327 (Vocabulario clave del texto), 334 (Exercise F), 341 (Vocabulario clave del texto), 352 (Vocabulario clave del texto), 363 (Vocabulario clave del texto), 376 (Vocabulario clave del texto)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 56 (La semblanza)
	WB: 138 (Los recursos de la Red)
D-1.1-4 Use the target language to exchange information on topics of personal interest with others.	SE: 3 (Exercise B), 62 (Exercise B), 69 (Exercise B), 80 (Exercise B), 103 (Exercise B), 139 (Exercise A), 227 (Exercise A), 228 (Exercise D), 260 (Exercise B), 301 (Exercise A), 327 (Exercise A), 383 (Exercise C)
	TG: 2 (Cuatro en turno), 15 (Dos a la suerte), 18 (Escritura en el diario), 29 (El diario), 37 (Piensa, anota y comparte), 56 (Piensa, anota y comparte), 59 (Escritito), 72 (Cuadro de incidente autobiografica), 79 (Cuento infantil)
	WB: 102 (Escribamos una vez mas), 138 (PuebloLindo: Presentamos a nuestros seres queridos)
D-1.1-5 Use the target language to express personal needs in detail in predictable situations.	SE: 258 (Ensayo de opinion)
D-1.1-6 Use the target language to express personal preferences and opinions with supporting details.	SE: 13 (Exercise B #1), 103 (Exercise C), 115 (Exercise F), 119 (Exercise B), 296 (Exercise E), 363 (Exercise B)
	TG:4 (Rompecabezas la lectura), 29 (Cuadro anticipatorio, Ampliemos nuestra comprension), 31 (Solucion de un problema), 58 (Trabajo de equipo), 77(Guia anticipatoria)
	WB: 102 (Escribamos una vez mas), 168 (PuebloLindo: Tertulia literaria)
D-1.1-7 Use the target language to ask and answer complex questions and to provide and request clarification when needed.	SE: 19 (Exercise E), 35 (Exercise E #1), 51 (Exercise B), 80 (Exercise B), 139 (Exercise B), 227 (Exercise A), 242 (Exercise L), 296 (Exercise F), 327 (Exercise A), 328 (Exercise B), 352 (Exercise A), 380 (Exercise D)
	TG: 5 (Tres en turno), 10 (Ensenanza reciproca), 18 (Escritura en el diario), 53 (Cuadro de asociacion de ideas), 72 (Cuadro de incidente autobiografico, Ensenanza reciproca)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Essential Question 1.2	
What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue?	
Standard 1.2	
Students understand and interpret written and spoken language on a variety of topics.	
The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Standards for Foreign Language Learning in the 21st Century, p. 36	
Indicators	
The student will	
D-1.2-1 Respond appropriately to more complex directions and commands given in the target language.	SE: 13 (Vocabulario clave del texto), 19 (Exercises C-D), 22 (Vocabulario clave del texto), 35 (Exercise E), 40 (Vocabulario clave del texto), 40 (Vocabulario clave del texto), 51 (Vocabulario clave del texto), 46 (Exercise D), 69 (Vocabulario clave del texto), 80 (Vocabulario clave del texto), 89 (Exercise E), 95 (Vocabulario clave del texto), 103 (Vocabulario clave del texto), 119 (Vocabulario clave del texto), 139 (Vocabulario clave del texto), 174 (Vocabulario clave del texto), 190 (Vocabulario clave del texto), 198 (Vocabulario del texto), 248 (Vocabulario del texto), 261 (Vocabulario clave del texto), 283 (Vocabulario clave del texto), 301 (Vocabulario clave del texto), 327 (Vocabulario clave del texto), 334 (Exercise F), 341 (Vocabulario clave del texto), 352 (Vocabulario clave del texto), 363 (Vocabulario clave del texto), 376 (Vocabulario clave del texto)
	TG: 2-13, 15-35, 37-51, 53-70, 72-79

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D-1.2-2 Use aural, visual, and context clues to derive meaning from authentic target language materials, in both oral and written forms.	SE: 4 (Exercise C), 13, (Exercise A), 22 (Exercise B), 40 (Exercise B), 47 (Exercise E), 51 (Exercise A), 56 (Exercise C), 62 (Exercises C-D), 63 (Exercise E), 70 (Exercises C-E), 89 (Exercise F), 90 (Exercise G), 95 (Exercise C), 96 (Exercise D), 103 (Exercise C), 115 (Exercise I), 120 (Exercise C), 140 (Exercise E), 149 (Exercise F), 155 (Exercise L), 160 (Exercise B), 175 (Exercise B), 185 (Exercise E), 190 (Exercise B), 197 (Exercise A), 198 (Exercise B), 242 (Exercise K), 243 (Exercises M-N), 248 (Exercise A), 260 (Exercise A), 283 (Exercise B), 303 (Exercise D), 328 (Exercise C), 334 (Exercise D), 341 (Exercise B), 342 (Exercise C), 352 (Exercise B), 358 (Exercise C), 363 (Exercise C)
	TG: 2 (Lee y anota), 4 (Piensa, anota y comparte), 6 (Cuadro de comparacion y contraste), 8 (Organizador de referencias), 10 (Visualizacion), 11 (Ampliamos nuestra comprension), 12 (Sintesis y conexion de conceptos), 15 (Primery y segunda lecturas), 18 (Cuadros de tres columnas), 21 (Lectura), 29 (Cuadro anticipatorio), 29 (Afiche colaborativo), 32 (Leamos activamente), 38 (Diagrama T y « mente abierta »), 39 (Trabajo de equipo), 43 (Diario de doble entrada), 45 (Observaciones del lector), 47 (Cuadro de tres columnas, cuadro de dos columnas), 53 (Placa publicitaria), 55 (Positivo, negativo, interesante), 56 (Cuadro de tres columnas), 58 (Diagrama T), 59 (Rompecabezas de lectura), 72 (Cuadro de comparacion y contraste), 73 (Interpretacion simbolica), 75 (Mapa de conceptos), 76 (Cuadro 2 x 2, Diagrama « mente abierta »), 77 (Diagrama T)
	WB: 168 (PuebloLindo: Tertulia literaria)

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D-1.2-3 Identify the main idea and discern supporting details in authentic target-language materials, in both oral and written forms.	SE: 9 (Exercise D), 19 (Exercises C-D), 28 (Exercise C), 34 (Exercise D), 46 (Exercise C), 46 (Exercise D #1), 57 (Exercises D, E #1, F), 75 (Exercise G), 80 (Exercise C), 89 (Exercise E), 90 (Exercise H), 99 (Exercise E), 114 (Exercise E), 115 (Exercise H), 154 (Exercise I), 169 (Exercise D), 184 (Exercise C), 193 (Exercise C), 194 (Exercise D), 210 (Exercise C), 211 (Exercise D), 241 (Exercise J), 253 (Exercises C-D), 261 (Exercise C), 274 (Exercise E), 275 (Exercise F), 295 (Exercise C), 296 (Exercise D), 301 (Exercise C), 317 (Exercise E), 334 (Exercise F), 349 (Exercise F), 371 (Exercises F-G), 380 (Exercise E)
	TG: 4 (Responde), 5 (Que crees?), 11 (Ampliemos nuestra comprension), 16 (Analisis de personaje), 18 (Lectura), 19 (Punto de vista), 27 (Analisis de tono), 29 (Ampliemos nuestra comprension), 33 (Analisis de punto de vista, Dialogo colaborativo), 41 (Analisis literario), 43 (Sinopsis), 45 (Analisis poetico), 47 (Secuencia de eventos), 48 (Analisis de personaje), 55 (Comentario literario), 58 (Probable o improbable), 59 (Rompecabezas de lectura), 73 (Conexiones), 75 (Tira secuencial), 77 (Conexiones personales, libro de secuencia), 78 (Analisis literario)
	WB: 168 (PuebloLindo: Tertulia literaria)
D-1.2-4 Understand information on a variety of topics that is conveyed in the target language in paragraph-length oral and written presentations.	SE: 317 (Exercise E), 384 (Exercise C #3)
	TG: 69 (Evaluacion critica), 79 (Cuento infantil)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Essential Question 1.3	
What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue?	
Standard 1.3	
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. Standards for Foreign Language Learning in the 21st Century, p. 38	
Indicators	
The student will	
D-1.3-1 Use the target language to give directions and commands for simple processes.	SE: 374 (Exercise K)
	TG: 77 (Videojuego Negi)
D-1.3-2 Use repetition, rephrasing, and gestures to assist in communicating a message in the target language.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L), 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Amplíemos nuestra comprensión), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 75 (Piensa, anote y comparte)
D-1.3-3 Use the target language to express personal opinions on selected topics.	SE: 75 (Exercise G #3), 103 (Exercises B-C), 115 (Exercise H), 117 (Exercise K), 119 (Exercise B), 242 (Exercise L), 246 (Exercise P), 258 (Exercise H), 296 (Exercise E), 298 (Exercise I), 319 (Exercise G), 320 (Exercise B), 380 (Exercise G), 381 (Exercise H)

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 16 (Análisis de personaje), 29 (El diario, Cuadro anticipatorio), 29 (Ampliamos nuestra comprensión), 30 (Creemos literatura), 31 (Solución de un problema), 58 (Trabajo de equipo), 58 (Ensayo persuasivo), 69 (Evaluación crítica, Readacción de una carta)
	WB: 102 (Escribamos una vez más)
D-1.3-4 Use the target language to summarize the main ideas of age-appropriate authentic materials (e.g., songs, folktales, short works of literature).	SE: 11 (Exercise G), 89 (Exercise F), 90 (Exercise H), 131 (Exercise H), 154 (Exercise I), 220 (Exercise E), 319 (Exercise H), 139 (Exercise K), 360 (Exercise H), 371 (Exercise G)
	TG: 3 (Creemos literatura), 18 (Cuadro de tres columnas), 19 (Punto de vista), 33 (Creemos literatura), 38 (Diagrama de « mente abierta »), 69 (Mari es abuela), 76 (Mandala), 77 (Libro de secuencia)
	WB: 168 (PuebloLindo: Tertulia literaria)
D-1.3-5 Use the target language to organize and summarize information from a variety of sources.	SE: 20 (Exercise H), 63 (Exercise E), 381 (Exercise I)
	TG: 7 (Creemos literatura), 12 (Síntesis y conexión de conceptos), 78 (Proyecto de investigación)
	WB: 39 (Los recursos de la Red), 72 (Los recursos de la Red), 103 (PuebloLindo: Diálogo sobre la experiencia migratoria), 104 (Los recursos de la Red)
D-1.3-6 Communicate information in the target language in paragraph-length oral and written presentations on a variety of topics.	SE: 37 (Exercise H), 48 (Exercise G), 49 (Exercise H), 59 (Exercise I), 60 (Exercise I), 62 (Exercise A), 63 (Exercise F), 76 (Exercise I), 77 (Exercise K), 93 (Exercise K), 101 (Exercises H-I), 117 (Exercise L), 129 (Exercise F), 132 (Exercise B), 133 (Exercise C), 155 (Exercise J), 157 (Exercise N), 172 (Exercises H-I), 187 (Exercise I), 195 (Exercises G-H), 213 (Exercises F-G), 221 (Exercise F), 246 (Exercise Q), 279 (Exercises K-L), 317 (Exercise E), 321 (Exercise C), 336 (Exercise H), 350 (Exercise H), 374 (Exercise J), 382 (Exercise A), 383 (Exercise C)

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 7 (Creemos literature), 8 (Creemos literature), 12 (Sintesis conexion de conceptos), 16 (Dibuja y descripcion de un lugar), 17 (Programa de television), 20 (Narrativa personal), 28 (Dialogo, Analisis de tono), 30 (Creemos literatura), 33 (Analisis del punto de vista, dialogo colaborativo), 34 (Carta a un personaje, Carta de bienvenida a la comunidad escolar), 38 (Diagrama de « mente abierta »), 42 (Una carta), 44 (Una biografia), 46 (Creemos literatura), 48 (Folleto de bienvenida), 50 (Una narracion autobiografica), 54 (Una carta de Pedrito), 57 (Un folleto turistico), 70 (Una biografia), 73 (Un paso hacia la integracion), 75 (Una anecdotia personal), 78 (Descripcion en colaboracion), 79 (Cuento infantil)
	WB: (Escribamos una vez mas), 72 (Escribamos una vez mas), 102 (Escribamos una vez mas), 167 (Escribamos una vez mas)
Cultures	
Essential Question 2.1	
Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?	
Standard 2.1	
Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.	
This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (perspectives) of a culture. "Cultural practices" refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world. Standards for Foreign Language Learning in the 21st Century, p. 50	
Indicators	
The student will	
D-2.1-1 Use language and behaviors that are appropriate to interactions in the target culture.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L),

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	(Continued) 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 320 (Exercise A), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Ampliamos nuestra comprension), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 69 (Comparacion y contraste), 75 (Piensa, anote y comparte)
	WB: 46 (Los buenos modales linguisticos), 72 (PuebloLindo: Los buenos modales electronicos), 120 (El sobre), 135 (Exercise 5)
D-2.1-2 Use the target language to describe behaviors and traits that are characteristic of everyday life in the target culture.	SE: 3 (Exercise A), 62 (Exercise A)
	TG: 2 (Escritito), 12 (Sintesis y conexion de conceptos)
D-2.1-3 Use the target language to compare the cultural practices that are particular to the target culture.	SE: 20 (Exercise H), 169 (Exercise D #4), 213 (Exercise G), 242 (Exercises K-L), 246 (Exercise P), 275 (Exercise F #4), 328 (Exercise C)
	TG: 5 (Dona Sebastiana en mi barrio), 41 (Analisis literario), 48 (Folleto de bienvenida), 72 (Cuadro de comparacion y contraste)
	WB: 102 (Escribamos una vez mas), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria)
D-2.1-4 Use the target language to describe the various perspectives on social issues currently affecting the target culture.	SE: 103 (Exercises A-C), 119 (Exercises A-B), 131 (Exercise H), 174 (Exercise A), 187 (Exercise I), 221 (Exercise F), 282 (Exercise A), 296 (Exercise E), 298 (Exercise I), 336 (Exercise H), 339, 350 (Exercise H)

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	TG: 29 (El diario, Cuadro anticipatorio), 31 (Diagrama espina, Solucion de un problema), 33 (Creemos literatura), 44 (Una biografia), 50 (Una narracion autobiografica), 58 (Piensa, anota, y comparte), 58 (Trabajo de equipo, ensayo persuasivo), 73 (Un paso hacia la integracion), 74 (Pegatinas de parachoques), 75 (Una anecdotia personal)
	WB: 103 (PuebloLindo: Dialogo sobre la experiencia migratoria), 104 (Los recursos de la Red)
Essential Question 2.2	
Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?	
Standard 2.2	
Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	
This standard focuses on the products of the culture studied and on how they reflect the perspectives of that culture. Products may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product. Standards for Foreign Language Learning in the 21st Century, p. 51	
Indicators	
The student will	
D-2.2-1 Use the target language to describe the use of tangible products and symbols of the target culture within that culture.	SE: 359 (Exercise F), 360 (Exercise H)
	TG: 76 (Mandala)
	WB: 72 (Los recursos de la Red)
D-2.2-2 Use the target language to describe relationships between the products and perspectives of the target culture.	SE: 9 (Exercise E)
	TG: 2 (Ampliemos nuestra comprension)
	WB: 72 (Los recursos de la Red)
D-2.2-3 Use the target language to describe the contributions that the target culture has made to the world.	SE: 46 (Exercise D #2), 214 (Graficas), 381 (Exercise I)

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	TG: 8 (Ampliamos nuestra comprension), 48 (Graficas), 78 (Proyecto de investigacion)
	WB: 72 (Los recursos de la Red)
D-2.2-4 Use the target language to describe social, economic, and political perspectives within the target culture.	SE: 296 (Exercise E), 334 (Exercise F)
	TG: 58 (Trabajo de equipo), 73 (Conexiones)
	WB: 102 (Escribamos una vez mas), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria), 104 (Los recursos de la Red)
Connections	
DEVELOPING STAGE	
Essential Question 3.1	
Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?	
Standard 3.1	
Students reinforce and further their knowledge of other disciplines through the foreign language.	
Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Standards for Foreign Language Learning in the 21st Century, p. 54	
Indicator	
The student will	
D-3.1-1 Locate resources and summarize information in the target language that will further his or her knowledge in other subject areas.	SE: 62 (Exercise A), 187 (Exercise I), 214-220
	TG: 12 (Sintesis y conexion de conceptos), 44 (Una biografia), 48 (Graficas)
	WB: 39 (Los recursos de la Red), 72 (Los recursos de la Red)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Essential Question 3.2	
Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?	
Standard 3.2	
Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a "new window on the world." Standards for Foreign Language Learning in the 21st Century, p. 56	
Indicator	
The student will	
D-3.2-1 Use the target language to describe viewpoints within the target culture that are expressed in sources intended for native speakers.	SE: 131 (Exercise H), 296 (Exercise E), 298 (Exercise I)
	TG: 33 (Creemos literature), 58 (Trabajo de equipo, Ensayo Persuasivo)
	WB: 39 (Los recursos de la Red), 104 (Los recursos de la Red)
Comparisons	
DEVELOPING STAGE	
Essential Question 4.1	
How does a knowledge of another language enhance one's understanding of the nature of language in general?	
Standard 4.1	
Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work. Standards for Foreign Language Learning in the 21st Century, p.58	
Indicators	
The student will	
D-4.1-1 Describe how the target language and English have influenced each other.	WB: 76 (Los anglicismos), 80 (Los anglicismos)

South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D-4.1-2 Use the appropriate register when speaking and writing in the target language.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L), 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Ampliemos nuestra comprension), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 75 (Piensa, anote y comparte)
	WB: 46 (Los buenos modales linguisticos), 72 (PuebloLindo: Los buenos modales electronicos), 120 (El sobre), 135 (Exercise 5)
D-4.1-3 Use high-frequency target-language idioms within familiar contexts.	SE: 3 (Exercise B), 13 (Exercise A), 19 (Exercise E), 22 (Exercise A), 47 (Exercise E), 62 (Exercise B), 103 (Exercise A), 115 (Exercises F, H), 139 (Exercises A, C), 155 (Exercise K), 185 (Exercise D), 228 (Exercises D, F), 242 (Exercise L), 253 (Exercise D), 260 (Exercise B), 282 (Exercise A), 296 (Exercise E), 303 (Exercise C #4), 317 (Exercise E), 336 (Exercise H), 341 (Exercise A), 359 (Exercise E), 363 (Exercise B), 383 (Exercise B)
	TG: 2 (Cuatro en turno), 4 (Rompecabezas de lectura), 5 (Tres en turno), 29 (Ampliemos nuestra comprension), 37 (Piensa, anota y comparte; Trabajo de equipo, compartir con la clase: Ideas novedosas solamente), 39 (Trabajo de equipo), 35 (Positivo, negativo, interesante; Comentario literario), 58 (Piensa, anote y comparte), 75 (Piensa, anote y comparte)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Essential Question 4.2	
How does a knowledge of another language enhance one's understanding of culture and society in general?	
Standard 4.2	
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning. Standards for Foreign Language Learning in the 21st Century, p. 60	
Indicators	
The student will	
D-4.2-1 Use the target language to compare the products of the target culture with those of his or her native culture.	SE: 9 (Exercise E), 359 (Exercise F), 360 (Exercise H)
	TG: 2 (Amplíemos nuestra comprensión), 76 (Mandala)
	WB: 39 (Los recursos de la Red), 72 (Los recursos de la Red)
D-4.2-2 Use the target language to compare behavioral patterns and perspectives in the target culture with those in his or her native culture.	SE: 242 (Exercise K), 246 (Exercise P)
	WB: 39 (Los recursos de la Red), 103 (Los recursos de la Red), 104 (Los recursos de la Red)
D-4.2-3 Use the target language to compare practices that are particular to the target culture with those of his or her native culture.	SE: 359 (Exercise F), 360 (Exercise H)
	TG: 76 (Mandala)
	WB: 102 (Escribamos una vez mas), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Communities	
DEVELOPING STAGE	
Essential Question 5.1	
Why does an understanding of another language and culture allow one to participate more fully in the global community?	
Standard 5.1	
Students use the language both within and beyond the school setting.	
This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language. Standards for Foreign Language Learning in the 21st Century, p. 64	
Indicators	
The student will	
D-5.1-1 Use the target language to converse with target-language speakers encountered outside of the classroom setting.	SE: 133-135, 174 (Exercise A), 296 (Exercise F)
	TG: 34 (Carta de bienvenida a la comunidad escolar)
	WB: 39 (PuebloLindo: Leyendas de nuestros pueblos), 73 (PuebloLindo: Los buenos midales electronicos), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria), 138 (PuebloLindo: Presentamos a nuestros seres queridos), 168 (PuebloLindo: Tertulia literaria)
D-5.1-2 Use the target language to initiate social connections with target-language speakers encountered outside of the classroom setting.	SE: 62 (Exercise A), 296 (Exercise F)
	TG: 62 (Sintesis y conexion de conceptos)
	WB: 39 (PuebloLindo: Leyendas de nuestros pueblos), 73 (PuebloLindo: Los buenos midales electronicos), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria), 114 (Una carta informal), 138 (PuebloLindo: Presentamos a nuestros seres queridos), 168 (PuebloLindo: Tertulia literaria)

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South Carolina Academic Standards for Modern Languages, Developing Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D-5.1-3 Use target-culture resources in the local or regional community to create opportunities for social interaction.	SE: 62 (Exercise A), 296 (Exercise F)
	TG: 62 (Sintesis y conexion de conceptos)
	WB: 39 (PuebloLindo: Leyendas de nuestros pueblos), 73 (PuebloLindo: Los buenos midales electronicos), 103 (PuebloLindo: Dialogo sobre la experiencia migratoria), 138 (PuebloLindo: Presentamos a nuestros seres queridos), 168 (PuebloLindo: Tertulia literaria)