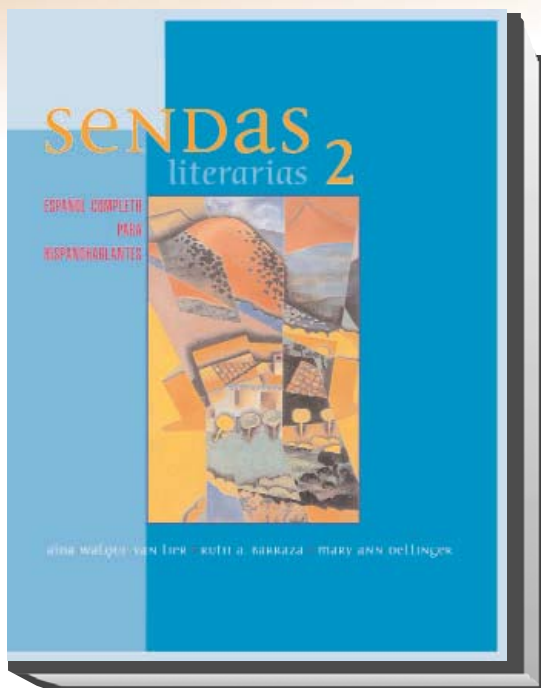


# Prentice Hall

## *Sendas Literarias, Level 2* © 2005



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



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South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MODERN LANGUAGES	
Communication	
EXPANDING STAGE	
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	
E-1.1-1 Employ circumlocution to communicate messages in the target language when he or she cannot communicate a message adequately.	SE: 17 (Exercise A), 22 (Exercise G), 38 (Exercises D-E), 42 (Exercise A), 56 (Exercise A), 71 (Exercise A), 76 (Exercise F), 82 (Exercise A), 84 (Exercises E, G, J), 103 (Exercise M), 110 (Exercise F), 131 (Exercise E), 133 (Exercise G), 142 (Exercise D), 163 (Exercise E), 184 (Exercise B), 185 (Exercise G), 186 (Exercise I), 202 (Exercise L), 203 (Exercise N), 208 (Exercises A-B), 230 (Exercise B), 236 (Exercise C), 248 (Exercises F-G), 256 (Exercise A), 290 (Exercise E #2, 4), 306 (Exercise D #2), 312 (Exercises B-C), 313 (Exercise E), 335 (Exercise I #1), 338 (Exercise A), 339 (Exercise D), 371 (Exercise F), 403 (Exercise D), 405 (Exercise H), 408 (Exercises A, C), 434 (Exercise D)
	TG: 5 (Piensa, dibuja y comparte), 12 (Entrevista en tres etapas), 23 (Entrevista en tres etapas), 36 (Entrevista estructurada), 39 (Entrevista en tres etapas), 43 (Entrevista semi-estructurada), 57 (Entrevista)

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
E-1.1-2 Use the target language and the appropriate behaviors to initiate and sustain conversation.	SE: 11 (Exercise E), 17 (Exercise A), 38 (Exercise D), 42 (Exercise A), 56 (Exercise A), 76 (Exercise F), 82 (Exercise A), 84 (Exercises E, G, J), 110 (Exercise F), 133 (Exercise G), 142 (Exercise D), 184 (Exercise B), 185 (Exercise G), 186 (Exercise I), 208 (Exercises A-B), 230 (Exercise B), 248 (Exercises F-G), 273 (Exercise I), 290 (Exercise E #2), 312 (Exercise B), 313 (Exercise E), 335 (Exercise I #1), 338 (Exercise A), 371 (Exercise F), 403 (Exercise D), 405 (Exercise H), 408 (Exercises A, C)
	TG: 5 (Piensa, dibuja y comparte), 12 (Entrevista en tres etapas), 23 (Entrevista en tres etapas), 39 (Entrevista en tres etapas), 57 (Entrevista)
	WB: 62
E-1.1-3 Use the target language to give directions for managing an unexpected situation; understand directions given in the target language for managing such a situation.	SE: 337 (Exercise M)
E-1.1-4 Use the target language to exchange opinions and beliefs with others.	SE: 76 (Exercise F), 184 (Exercise B), 248 (Exercises F-G), 250 (Exercise J), 273 (Exercise I), 290 (Exercise E #2), 405 (Exercise H)
	TG: 48 (Debate sobre estereotipos), 51 (Monologos colaborativos), 53 (Rompecabezas de lectura), 70 (Grupo de debate)
	WB: 83, 161
E-1.1-5 Use the target language to respond appropriately to unexpected circumstances and situations.	SE: 230 (Exercise B)
E-1.1-6 Use the target language to express personal feelings and ideas for the purpose of persuading others.	SE: 76 (Exercise F), 248 (Exercise G)
	WB: 83, 161
E-1.1-7 Use the target language to ask and answer open-ended questions and to sustain conversation.	SE: 202 (Exercise L), 230 (Exercise B), 248 (Exercise F), 312 (Exercise B)
	WB: 118 (Exercise 3)

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**Correlated to:**

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<b>South Carolina Academic Standards for Modern Languages, Expanding Stage</b>	<b>PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))</b>
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	
E-1.2-1 Respond appropriately to complex directions, instructions, and commands given in the target language.	<b>SE: 144 (Exercise H), 208 (Exercise A), 278 (Exercise B), 371 (Exercise F), 404 (Exercises E, G), 433 (Exercise D)</b>
	<b>TG: 2-16, 18-30, 32-46, 48-62, 64-73</b>
E-1.2-2 Apply diverse strategies to derive meaning and discern details from authentic target language materials, in both oral and written forms.	<b>SE: 11 (Exercise F), 17 (Exercise B), 37 (Exercise C), 38 (Exercise D), 42 (Exercise B), 50 (Exercise D), 51 (Exercise E), 56 (Exercise B), 62 (Exercise D), 63 (Exercise F), 63 (Exercise G), 66 (Exercise A), 75 (Exercise D), 82 (Exercises A-B), 83 (Exercise C), 84 (Exercise F, H, I), 108 (Exercise C), 109 (Exercise D) 110 (Exercise F), 125 (Exercise B), 131 (Exercise D-E), 133 (Exercise F), 137 (Exercise B), 151 (Exercise B), 163 (Exercises E-F), 164 (Exercise G), 171 (Exercise B), 179 (Exercises C-D), 180 (Exercises E-F), 185 (Exercise C, E, G), 201 (Exercise K), 202 (Exercise L), 208 (Exercise A), 213 (Exercise D-E), 225 (Exercise D), 226 (Exercise E), 235 (Exercise A), 236 (Exercises B-C), 248 (Exercise F), 256 (Exercises A, C), 257 (Exercise D), 290 (Exercise E), 298 (Exercise C), 313 (Exercise E), 332 (Exercise G), 345 (Exercises A-D), 403 (Exercises C-D), 404 (Exercise E), 405 (Exercise H), 408 (Exercise A)</b>

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<p>TG: 2 (Retablo), 5 (Cuadro de tres columnas), 7 (Afiche colaborativo), 9 (Ensenanza reciproca), 10 (Dialogos en colaboracion), 12 (Cuadro para tomar notas), 14 (Sintesis y conexion de conceptos), 20 (Guia anticipatoria, Cuadro de anticipacion y contraste), 20 (Lectura del maestro), 20 (Lectura del maestro, Trabaja en parejas), 23 (Cuadro de dos columnas), 23 (Lectura y mimica), 25 (Diagrama « mente abierta », Cuatro en turno, Diagrama de Venn), 27 (Ensenanza reciproca), 32 (Trabajo de equipo, Cuatro en turno), 34 (Ensenanza reciproca), 34 (Secuencia de acciones), 38 (Trabajo de equipo), 39 (Ensayo de interpretacion y evaluacion), 41 (Interpretacion personal), 41 (Diagram de causo y efecto), 48 (Cuadro anticipatorio), 48 (Diario de doble entrada), 48 (Debate sobre esterotipos), 50 (Prediccion en base al titulo, Red de personajes), 50 (Comprension auditiva), 53 (Rompecabezas de lectura), 57 (Debate de grupo), 58 (Mapa de personajes), 70 (Familiaricemonos con un personaje, Diagrama « mente abierta », Grupo de debate), 71 (Piensa, anota y comparte)</p>
	<p>WB: 79 (Exercise 2), 118 (Exercise 2), 184 (Exercise 3)</p>
<p>E-1.2-3 Interpret and analyze authentic target-language materials, in both oral and written forms.</p>	<p>SE: 11 (Exercise E), 12 (Exercise G), 22 (Exercise F), 27 (Exercise B), 38 (Exercises D-E), 39 (Exercise F), 63 (Exercise E), 67 (Exercise B), 76 (Exercise E), 84 (Exercise E, G, J), 103 (Exercise M), 104 (Exercise N), 119 (Exercise K), 120 (Exercises L-M), 121 (Exercise N), 133 (Exercises G-H), 141 (Exercise C), 142 (Exercise D), 163 (Exercise D), 213 (Exercise F), 227 (Exercise F), 229 (Exercise A), 271 (Exercise G), 272 (Exercise H), 273 (Exercises I, K), 274 (Exercise L), 292 (Exercise G), 296 (Exercise I), 306 (Exercise D), 308 (Exercise E), 334 (Exercises H-I), 336 (Exercises J-L), 338 (Exercises A-B), 339 (Exercises C-D), 371 (Exercise F), 374 (Exercise I), 404 (Exercise G), 408 (Exercise C), 430 (Exercises G-H)</p>

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 2 (Análisis del ambiente), 3 (Cuadro de comparación y contraste), 5 (Cuadro de tres columnas), 7 (Trabajo de equipo, Afiche en colaboración), 18 (Análisis del poema), 20 (Lectura del maestro), 21 (Trabaja en parejas, Retablo), 24 (Análisis del ambiente y conflicto, Taller de composición), 25 (Afiche colaborativo), 26 (Ensayo interpretación), 32 (Análisis Literario), 39 (Ensayo de interpretación y evaluación), 42 (Síntesis : artículo periodístico, Ensayo persuasivo), 51 (Análisis de personajes, escritura en el diario), 51 (Monólogos colaborativos, Reflexión analítica), 52 (Ensayo de comparación y contraste), 54 (Ensayo de comparación y contraste), 55 (Rompecabezas de lectura, Diagrama de Venn), 58 (Diálogo : Lo que nunca se dijo, Trabajo en parejas, Escena ilustrada), 60, 67 (Familiaricémonos con un personaje), 68 (Ensayo de comparación y contraste), 71 (Trayectoria del personaje)
	WB: 79 (Exercise 2), 118 (Exercise 2), 184 (Exercise 3)
E-1.2-4 Understand information on a wide variety of topics that is conveyed in the target language in paragraph-length and longer oral and written presentations.	SE: 38 (Exercise E), 133 (Exercise G), 274 (Exercise M), 336 (Exercise J), 374 (Exercise J), 433 (Exercise D)
	TG: 29 (Un contrato social), 48 (Debate sobre estereotipos), 48 (Análisis de problemática), 49 (Conexiones personales), 71 (Trayectoria del personaje)
	WB: 11, 18, 24, 30, 35, 52, 59, 65, 71, 77, 92, 97, 103, 109, 115, 129, 135, 142, 148, 154, 170, 176, 182

South Carolina Academic Standards for Modern Languages, Expanding 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	
E-1.3-1 Use the target language to explain a complex process incorporating detailed instructions.	<b>SE: 337 (Exercise N)</b>
	<b>TG: 59 (Una receta)</b>
E-1.3-2 Use multiple strategies to enhance the communication of a message in the target language.	<b>SE: 17 (Exercise A), 22 (Exercise G), 38 (Exercises D-E), 42 (Exercise A), 56 (Exercise A), 71 (Exercise A), 76 (Exercise F), 82 (Exercise A), 84 (Exercises E, G, J), 103 (Exercise M), 110 (Exercise F), 131 (Exercise E), 133 (Exercise G), 142 (Exercise D), 163 (Exercise E), 184 (Exercise B), 185 (Exercise G), 186 (Exercise I), 202 (Exercise L), 203 (Exercise N), 208 (Exercises A-B), 230 (Exercise B), 236 (Exercise C), 248 (Exercises F-G), 256 (Exercise A), 290 (Exercise E #2, 4), 306 (Exercise D #2), 312 (Exercises B-C), 313 (Exercise E), 335 (Exercise I #1), 338 (Exercise A), 339 (Exercise D), 371 (Exercise F), 403 (Exercise D), 405 (Exercise H), 408 (Exercises A, C), 434 (Exercise D)</b>
	<b>WB: 40-43, 83, 121-122, 160-161, 186-187</b>
E-1.3-3 Use the target language to research and defend a position on a particular issue.	<b>SE: 120 (Exercise M)</b>
	<b>TG: 24 (Taller de composicion)</b>
	<b>WB: 83 (Una carta-protesta), 84-85</b>

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<b>South Carolina Academic Standards for Modern Languages, Expanding Stage</b>	<b>PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))</b>
E-1.3-4 Use the target language to summarize and analyze authentic materials (e.g., songs, folktales, works of literature).	<b>SE: 11 (Exercise E), 15 (Exercise K), 22 (Exercise F), 37 (Exercise C), 63 (Exercise E), 118 (Exercise J), 133 (Exercise G), 141 (Exercise C), 163 (Exercise D), 213 (Exercises D, F), 227 (Exercise F), 271 (Exercise G), 273 (Exercise I), 335 (Exercise I), 338 (Exercise B), 429 (Exercise F), 433 (Exercise B)</b>
	<b>TG: 4 (Aqui y ahora), 39 (Ensayo de interpretacion y evaluacion), 42 (Sintesis : articulo periodistico), 51 (Escenas congeladas), 58 (Proyecto en grupo), 60 (Lo que el contesto), 71 (Trayectoria del personaje), 72 (Carta de un personaje)</b>
	<b>WB: 79 (Exercise 2), 118 (Exercise 2)</b>
E-1.3-5 Use the target language to research and synthesize information from a variety of sources.	<b>SE: 64 (Exercise I), 106 (Exercise R), 133 (Exercise H), 167 (Exercise K), 254 (Exercise P), 310 (Exercise I), 340 (Exercise E)</b>
	<b>TG: 13 (Pagina de Pablo Neruda en la Red), 21 (Ensayo sobre como abordar un problema), 49 (Una semblaza, Un testimonio), 56 (Informe), 61</b>
	<b>WB: 43-45, 84-85, 122-123, 161-163, 188-189</b>
E-1.3-6 Communicate information in the target language in multi-paragraph-length oral and written presentations on a wide variety of topics.	<b>SE: 14 (Exercise J), 53 (Exercise G), 67 (Exercise C), 79 (Exercise H), 106 (Exercise Q), 123 (Exercise P), 135 (Exercises J-K), 146 (Exercise E), 163 (Exercise F), 165 (Exercise H), 168 (Exercise L), 182 (Exercises H-I), 202 (Exercise M), 205 (Exercise P), 216 (Exercise I), 228 (Exercise H), 229 (Exercise I), 250 (Exercise K), 272 (Exercise H), 274 (Exercise L), 276 (Exercise O), 296 (Exercise I), 374 (Exercise I), 430 (Exercise H), 432 (Exercise L)</b>



South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 2 (Análisis del ambiente), 4 (Una narración personal), 6 (Carta de agradecimiento), 9 (Piensa, anota, y comparte), 11 (Ensayo argumentativo), 18 (La muralla del oprobio), 19 (Artículo periodístico), 24 (Una entrada de diario), 25 (Una carta de un personaje a otro, Ensayo de comparación), 32 (Taller de composición : Cartas al editor), 32 (Tarea), 34 (Carta a la autora), 37 (Un cuento fantástico), 40 (Incidente autobiográfico), 42 (Ensayo Persuasivo), 49 (Ensayo de reflexión), 51 (Escritura en el diario), 51 (Reflexión analítica), 52 (Ensayo de comparación y contraste, Ensayo analítico), 54 (Ensayo de comparación y contraste)
	WB: 40-43, 83, 121-122, 160-161, 186-187
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	
E-2.1-1 Integrate appropriate words, phrases, behaviors, and idioms into personal interactions in the target culture.	SE: 202 (Exercise L), 230 (Exercise B), 312 (Exercise B)
	TG: 36 (Entrevista semi-estructurada), 57 (Entrevista)
E-2.1-2 Use the target language to analyze behaviors and traits that are characteristic of everyday life in the target culture.	SE: 75 (Exercise D #3), 82 (Exercise B), 248 (Exercise G), 250 (Exercise L), 271 (Exercise G), 272 (Exercise H), 273 (Exercise K), 274 (Exercise L), 298 (Exercise A)

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: 3 (Cuadro de comparacion y contraste), 18 (deduccion basada en el texto), 20 (Cuadro de anticipacion y contraste), 48 (Debate sobre esterotipos), 49 (Diseno de guipil), 51 (Analisis de personajes, Escritura en el diario, Reflexion analitica), 52 (Ensayo de comparacion y contraste)
	WB: 161 (Los recursos de la Red)
E-2.1-3 Use the target language to analyze the cultural practices that are particular to the target culture.	SE: 276 (Exercise O), 405 (Exercise H), 432 (Exercise L)
	TG: 52 (Ensayo analitico), 70 (Grupo de debate)
	WB: 161 (Los recursos de la Red)
E-2.1-4 Use the target language to analyze the various perspectives on social issues currently affecting the target culture.	SE: 76 (Exercise F), 80 (Exercise I), 104 (Exercise O), 106 (Exercise R), 125 (Exercise A), 144 (Exercise A), 146 (Exercise E), 249 (Exercise I), 310 (Exercise I)
	TG: 18 (La muralla del oprobio), 19 (Poema), 21 (Ensayo sobre como abordar un problema), 25 (Escritura en el diario), 29 (Sintesis y conexion de conceptos), 48 (Analisis de la problematica), 52 (Ensayo analitico), 56 (Informe)
	WB: 84-85

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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	
E-2.2-1 Use the target language to analyze the products and symbols of the target culture to determine their significance both within and beyond that culture.	<b>SE: 63 (Exercise E), 249 (Exercise I), 340 (Exercises E-F)</b>
	<b>TG: 48 (Análisis de problemática), 61 (Trabajo de investigación)</b>
	<b>WB: 161-163</b>
E-2.2-2 Use the target language to analyze relationships between the products and perspectives of the target culture.	<b>SE: 250 (Exercise K), 276 (Exercise O)</b>
	<b>TG: 49 (Ensayo de reflexión), 52 (Ensayo analítico)</b>
	<b>WB: 161-163</b>
E-2.2-3 Use the target language to explain the effects of the target culture's contributions to the world.	<b>SE: 340 (Exercises E-F)</b>
	<b>TG: 61 (Trabajo de investigación)</b>
	<b>WB: 161-163</b>
E-2.2-4 Use the target language to explain the impact on current issues and world events that social, economic, and political perspectives within the target culture have had.	<b>SE: 310 (Exercise I)</b>
	<b>TG: 56 (Informe)</b>
	<b>WB: 161-163</b>

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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	
E-3.1-1 Locate resources and synthesize information in the target language that will further his or her knowledge in other subject areas.	<b>SE: 310 (Exercise I), 340 (Exercise E)</b>
	<b>TG: 56 (Informe), 61 (Trabajo de investigation)</b>
	<b>WB: 55, 84-85, 161-163</b>
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	
E-3.2-1 Use the target language to summarize viewpoints within the target culture that are expressed in sources intended for native speakers.	<b>SE: 22 (Exercise F), 75 (Exercise D), 135 (Exercise K), 163 (Exercise D), 213 (Exercise F), 432 (Exercise L)</b>
	<b>TG: 21 (Ensayo sobre como abordar un problema), 26 (Ensayo de comparacion y contraste), 39 (Ensayo de interpretacion y evaluacion), 48 (Debate sobre estereotipos)</b>

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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	
E-4.1-1 Explain the role of society in the changing nature of the target language.	<b>SE: 4-9, 19-20, 28-36, 43-49, 57-61, 73-74, 85-102, 111-117, 127-130, 138-140, 153-162, 173-177, 187-200, 209-212, 221-224, 237-247, 259-270, 279-289, 300-305, 315-331, 347-370, 379-402, 409-428</b>
E-4.1-2 Integrate the appropriate register when speaking and writing in the target language.	<b>SE: 123 (Exercise P)</b>
	<b>WB: 14 (Los registros lingüísticos), 21 (Exercise 3), 27 (Exercise 3), 32 (Exercise 3), 161</b>
E-4.1-3 Use target-language idioms within a variety of contexts.	<b>SE: 17 (Exercise A), 22 (Exercise G), 38 (Exercises D-E), 42 (Exercise A), 56 (Exercise A), 71 (Exercise A), 76 (Exercise F), 82 (Exercise A), 84 (Exercises E, G, J), 103 (Exercise M), 110 (Exercise F), 131 (Exercise E), 133 (Exercise G), 142 (Exercise D), 163 (Exercise E), 184 (Exercise B), 185 (Exercise G), 186 (Exercise I), 202 (Exercise L), 203 (Exercise N), 208 (Exercises A-B), 230 (Exercise B), 236 (Exercise C), 248 (Exercises F-G), 256 (Exercise A), 290 (Exercise E #2, 4), 306 (Exercise D #2), 312 (Exercises B-C), 313 (Exercise E), 335 (Exercise I #1), 338 (Exercise A), 339 (Exercise D), 371 (Exercise F), 403 (Exercise D), 405 (Exercise H), 408 (Exercises A, C), 434 (Exercise D)</b>

South Carolina Academic Standards for Modern Languages, Expanding 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	
E-4.2-1 Use the target language to analyze the products from the target culture.	<b>SE: 250 (Exercise L)</b>
	<b>TG: 49 (Ensayo de reflexion)</b>
E-4.2-2 Use the target language to interact effectively in a variety of social contexts within the target culture as well as within his or her native culture.	<b>SE: 184 (Exercise A), 312 (Exercise B)</b>
	<b>TG: 36 (Entrevista estructurada), 57 (Entrevista)</b>
E-4.2-3 Use the target language to analyze practices that are particular to the target culture with those of his or her native culture.	<b>SE: 248 (Exercise G), 273 (Exercise K)</b>
	<b>TG: 51 (Reflexion analitica)</b>

South Carolina Academic Standards for Modern Languages, Expanding Stage	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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	
E-5.1-1 Use knowledge of the target language and culture to interact appropriately with target language speakers encountered outside of the classroom setting.	<b>SE: 184 (Exercise A), 312 (Exercise B)</b>
	<b>TG: 36 (Entrevista estructurada), 57 (Entrevista)</b>
E-5.1-2 Use the target language to establish and maintain social connections with target language speakers encountered outside of the classroom setting.	<b>SE: 184 (Exercise A), 312 (Exercise B)</b>
	<b>TG: 36 (Entrevista estructurada), 57 (Entrevista)</b>
E-5.1-3 Perform community service using knowledge of the target language and/or the target culture.	<b>SE: 106 (Exercise R), 144 (Exercise B)</b>
	<b>TG: 22 (Un folleto informativo)</b>