

Correlation of EMC Publishing's  
***!Aventura! 1***  
to the  
Arkansas Foreign Language Curriculum Framework

STRAND 1: COMMUNICATION

**CONTENT STANDARD**

**Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.**

**STUDENT LEARNING EXPECTATIONS**

**GRADES 9-12 (or upper level)**

- COM.1.1. Use basic *syntactic* patterns of speech effectively.  
pp. 15, act. 28; 47, act. 15; 70, act. 21; 95, act. 11; 123, act. 27; 150, act. 29; 241, act. 28
- COM.1.2. Examine and analyze main ideas and details of text during sustained reading on a variety of topics.  
pp. 127, A; 175, A; 263, A; 311, A; 336, act. 34; 357, A
- COM.1.3. Analyze, critique, and respond to speech in such contexts as interviews, short lectures on familiar topics, news items, and reports using native speakers and technological sources.  
pp. 70, act. 21; 99, act. 19; 123, act. 27; 313, A; 414, act. 6
- COM.1.4. Compare and contrast events in present, past, and future, using appropriate tenses and moods.  
pp. 123, act. 27; 125, Notes; 265, C; 373, act. 19; 420, act. 6
- COM.1.5. Initiate, sustain, and bring to closure a wide variety of communicative tasks (conversing, questioning, lecturing, debating, writing, reporting, etc.).  
pp. 7, act. 11; 67, act. 14; 96, act. 12; 107, act. 34; 123, act. 27; 241, act. 28
- COM.1.6. Use reading strategies to derive meaning from and analyze a variety of texts (literary selections, newspaper articles, personal and business correspondences, technical materials, etc.).  
pp. 15, act. 27; 83, A, B; 126-27; 262-63; 310-11; 404; 424-25
- COM.1.7. Employ the writing process including peer editing.  
pp. 171, act. 33; 176, B; 295, act. 10; 358, B, Activities; 406
- COM.1.8. Employ the writing process (pre-writing, drafting, revision, editing, and proofreading) for both directed and original compositions.  
pp. 7, act. 11; 245, D; 407, C; 414, act. 7; 415, act. 11; 421, act. 11; 426

- COM.1.9. *Synthesize* data from printed materials, technological resources, and audio visual materials.  
pp. 177, B; 203, act. 8; 221, A; 265, A; 407, B; 415, act. 10; 421, act. 9
- COM.1.10. Take notes and *synthesize* information from oral and written discourse dealing with familiar topics.  
pp. 15, act. 17; 99, act. 19; 159, act. 9; 163, act. 16; 171, act. 33; 359, A, B; 401, act. 31
- COM.1.11. Evaluate and select appropriate technological tools to complete a variety of *communicative* tasks.  
pp. 129, B; 221, A; 265, A; 359, A; 407, A; 429, A

## STRAND 2: CULTURES

### **CONTENT STANDARD**

**Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.**

### **STUDENT LEARNING EXPECTATIONS**

#### **GRADES 9-12 (or upper level)**

- CUL.2.1. Compare and contrast the cultural aspects common to all humanity while recognizing the uniqueness of each individual.  
pp. 11, act. 20; 63, act. 8; 85, A; 152, act. 32, 33; 198, act. 32, 33; 242, act. 29, 30
- CUL.2.2. Apply appropriate language and behaviors that are common to the *target culture* in *authentic* situations.  
pp. 5, act. 8; 7, act. 11; 15, act. 28; 23, act. 12; 27, act. 18, 19; 96, act. 12; 123, act. 27; 241, act. 28
- CUL.2.3. Analyze the contributions of *perspectives, practices, and products* of the *target culture* on its language.  
pp. 63, ¡Extra!, Activities; 75, act. 32; 119, act. 19; 147, act. 24; 193, act. 23; 237, Cultura viva
- CUL.2.4. Assess the effects of the *target culture*'s contributions on other societies.  
pp. 33, A; 43, act. 7; 119, act. 19, Activities; 175, A; 341, act. 8, Activities; 402
- CUL.2.5. Analyze the social and geographic factors that affect cultural practices.  
pp. 157, act. 6; 185; 216, act. 29, 30; 229, act. 6; 243, act. 29, 30; 351, Activities; 354, act. 33, 34
- CUL.2.6. Assess contributions of ethnic and cultural groups within *target* countries.  
pp. 43, act. 7; 51, Cultura viva; 85, C; 113, Activities; 124, act. 29, 30; 203, Notes; 293, act. 7; 321, act. 7, Activities
- CUL.2.7. Critique the expressive and artistic forms of the *target culture* (plays, lectures, art exhibits, films, etc.).  
pp. 58, act. 36; 83, A, B; 127, A, B; 167, act. 23, 24; 255, act. 23, 24; 279, act. 18; 425, B

CUL.2.8. Examine basic themes of the *target culture* reflected in its folklore and myths.  
pp. 279, act. 18; 288, Activities; 357, A; 359, C, Activities; 416, act. 12, 13

### STRAND 3: CONNECTIONS

#### **CONTENT STANDARD**

**Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.**

#### **STUDENT LEARNING EXPECTATIONS**

##### **GRADES 9-12 (or upper level)**

- CON.3.1. Interact appropriately in the *target language* in real-life situations.  
pp. 70, act. 21; 95, act. 11; 123, act. 27; 151, act. 31; 233, act. 14; 241, act. 28; 284, act. 25; 327, act. 18
- CON.3.2. Compare and contrast the influence of the *target language* on other languages, cultures, and disciplines.  
pp. 43, act. 7, Notes; 84; 119, Notes, Activities; 187, Notes; 279, act. 18; 402
- CON.3.3. Maintain connections with the *target culture* through the use of technology, media, and authentic sources.  
pp. 35, B; 85, B; 93, act. 7; 129, B; 167, act. 23, 24; 221, A, B; 279, act. 18; 359, A
- CON.3.4. Use *authentic* resources to analyze the role of the United States in the world as viewed by other cultures.  
pp. 43, act. 7, Activities; 51, ¡Oportunidades!; 58, act. 35, 36; 103, Activities; 367, act. 8, Activities
- CON.3.5. Analyze the interdependence that exists between their own cultures and the world.  
pp. 43, act. 7; 93, Activities; 167, act. 24, Notes; 311, A, B; 313, B; 351, act. 26, Activities; 359, A
- CON.3.6. Collaborate with *target language* speakers in the community to *synthesize* information for use in other disciplines.  
pp. 85, C; 119, Activities; 68, Activities; 78, Notes; 82, Activities; 85, C; 185, ¡Oportunidades!
- CON.3.7. *Synthesize* information and skills common to the language classroom and other disciplines and apply them within and beyond the school setting.  
pp. 85, C, Notes; 115, Activities; 119, Activities; 237, act. 22, Activities; 295, act. 10; 341, act. 8, Activities; 353, Activities; 427, A, B, C