

Correlation of EMC Publishing's
!Aventura! 4
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. 35, act. 38; 66, act. 27; 69, act. 31; 172, act. 26; 229, act. 38, 39; 259, act. 17; 280, act. 5
- COM.1.2. Examine and analyze main ideas and details of text during sustained reading on a variety of topics.
pp. 6, act. 6; 7, act. 8; 276, C, D; 326, B, C, D; 423, D; 475, C, D, E
- 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. 12, act. 11; 35, act. 37; 41, A, B, C; 51, act. 7; 469, act. 43
- COM.1.4. Compare and contrast events in present, past, and future, using appropriate tenses
And moods.
pp. 57, act. 15; 80, act. 44; 83, act. 48; 172, act. 26; 355, act. 27; 425, A, B
- COM.1.5. Initiate, sustain, and bring to closure a wide variety of communicative tasks (conversing, questioning, lecturing, debating, writing, reporting, etc.).
pp. 12, act. 11; 35, act. 38; 51, act. 7; 66, act. 27; 73, act. 37; 182, act. 41; 229, act. 38, 39; 259, act. 17
- 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. 36-37; 65, act. 26; 91, C, D, E; 326, A, B, C; 423, C, D
- COM.1.7. Employ the writing process including peer editing.
pp. 33, act. 34; 34, act. 36; 141, A, B; 278, A, B; 425, A, B
- COM.1.8. Employ the writing process (pre-writing, drafting, revision, editing, and proofreading) for both directed and original compositions.
pp. 41; 83, act. 48; 141, A, B; 238; 328; 375

- COM.1.9. *Synthesize* data from printed materials, technological resources, and audio visual materials.
pp. 5, act. 5; 45, C; 65, act. 26; 66, act. 27; 326, C, D; 375; 378-79, B
- COM.1.10. Take notes and *synthesize* information from oral and written discourse dealing with familiar topics.
pp. 34, act. 35; 105, act. 7; 142, Activities; 179, act. 36; 191, Activities; 356, act. 28
- COM.1.11. Evaluate and select appropriate technological tools to complete a variety of *communicative* tasks.
pp. 45, C; 144, A; 193, C; 330, A; 378-79, B; 428, 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. 57, act. 13, 14, 15; 164, act. 16, 17; 167, act. 20; 315, act. 40; 328, A, B; 356, act. 28
- CUL.2.2. Apply appropriate language and behaviors that are common to the *target culture* in *authentic* situations.
pp. 26, act. 23; 33, act. 33; 35, act. 37, 38; 51, act. 7; 82, act. 47; 356, act. 28
- CUL.2.3. Analyze the contributions of *perspectives, practices, and products* of the *target culture* on its language.
pp. 155, act. 6; 209, Preparación
- CUL.2.4. Assess the effects of the *target culture*'s contributions on other societies.
pp. 155, act. 6; 241, B; 331, B; 369, act. 45; 379, B; 401, act. 20, 21
- CUL.2.5. Analyze the social and geographic factors that affect cultural practices.
pp. 144, B; 164, act. 17; 240-41, B; 330, B; 368, act. 44, 45; 378, B; 428, B
- CUL.2.6. Assess contributions of ethnic and cultural groups within *target* countries.
pp. 96, B; 155, act. 6; 225, act. 35; 240-41, B; 360, act. 32; 361, act. 33
- CUL.2.7. Critique the expressive and artistic forms of the *target culture* (plays, lectures, art exhibits, films, etc.).
pp. 241, B; 280, B; 326, D; 331, B; 429, B
- CUL.2.8. Examine basic themes of the *target culture* reflected in its folklore and myths.
pp. 97, B; 155, act. 6, 7; 281, B; 330-31, B; 401, act. 20, 21; 414, act. 39

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. 82, act. 47; 216, act. 25; 229, act. 38, 39; 259, act. 17; 288, act. 5
- CON.3.2. Compare and contrast the influence of the *target language* on other languages, cultures, and disciplines.
p. 144, B
- CON.3.3. Maintain connections with the *target culture* through the use of technology, media, and authentic sources.
pp. 44, A, B; 86, Activities; 97, Activities; 120, Activities; 280, A; 367, act. 43; 378-79, B, C; 428, A; 451, Activities
- CON.3.4. Use *authentic* resources to analyze the role of the United States in the world as viewed by other cultures.
pp. 145, C; 280-81, B; 341, act. 9, 10; 378, B
- CON.3.5. Analyze the interdependence that exists between their own cultures and the world.
pp. 44, A; 145, C; 240, B; 341, act. 9, 10, Activities; 369, act. 47; 428, B
- CON.3.6. Collaborate with *target language* speakers in the community to *synthesize* information for use in other disciplines.
pp. 13, Activities; 96, A; 145, Activities; 168, Activities; 181, Notes; 269, Activities; 395, Activities; 467, Activities
- 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. 44, A, B; 96, A; 145, Activities; 181, Notes; 209, Activities; 427, Activities