

¡Aventura! 1
Correlated to
Michigan Foreign Language Standards
Novice High – Level 1

STRAND 1: COMMUNICATION		
	Novice High	Page Numbers
1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		
	Interpersonal Speaking/ Listening or Signed (SL)	
	Socializing	
	1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions	3, act. 3; 5, act. 8; 7, act. 11; 15, act 28; 20, Activities; 23, Activities; 29, act. 21, ¡Extra!; 80, Activities; 95, act. 11, Activities; 96, act. 12; 153, Activities
	1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends	4, act. 6; 9, act. 15; 10, act. 17; 13, act. 24; 23, Activities; 44, Activities; 69, act. 19; 73, act. 27; 143, act. 17, 18; 150, act. 29
	1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions	3, ¡Extra!; 15, act. 28; 19, Activities; 20, act. 5; 22, act. 9; 79, act. 37; 94, ¡Extra!; 95, act. 11; 96, act. 12; 153, Activities; 241, act. 28; 244, Activities
	1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	23, Activities; 27, act. 18, 19, Activities; 106, act. 32; 123, act. 27; 193, act. 23; 235, act. 17; 275, act. 9
	Identifying and Describing	
	1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits	9, act. 15; 23, Activities; 46, act. 13; 47, act. 15; 66, act. 13; 179, Activities; 221, C; 271, act. 2

	1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	20, act. 5, Activities; 23, act. 12, Activities; 96, act. 12; 150, act. 28, 29; 179, Activities; 251, act. 15, 16
	1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	54, act. 27; 55, act. 29; 66, act. 13; 67, act. 14; 173, Activities; 179, Activities; 207, Activities; 249, act. 12; 251, act. 16, 17
	Exchanging Information	
	1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	6, Activities; 23, Activities; 27, Activities; 46, act. 13; 47, act. 15; 57, act. 33, 34; 67, act. 14; 73, act. 27; 79, act. 38; 96, act. 12; 99, act. 19; 141, act. 12; 159, act. 9
	1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	57, act. 33, 34; 69, act. 19; 70, act. 21; 79, act. 37; 88, C; 98, act. 18; 101, act. 22; 119, Activities; 142, act. 14, 15; 240, act. 27
	Exchanging Opinions	
	1.1.N.SL.j Share likes and dislikes in the target language with a classmate	59, Activities; 159, act. 9, Activities; 161, act. 12; 162, act. 13, 15, Activities; 163, act. 16, 17, Activities; 187, act. 10; 275, act. 12
	1.1.N.SL.k Share opinions and preferences in the target language with their classmates	27, Activities; 59, Activities; 159, act. 9, Activities; 162, Activities; 163, act. 16, 17, Activities; 172, act. 35; 179, Activities; 287, act. 32, 33
	Interpersonal Reading/ Writing (RW)	
	Socializing	
	1.1.N.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet, take leave, or make introductions	3, act. 4; 7, act. 11; 15, act. 27; 50, Activities; 51, Activities; 77, act. 33; 84; 85, B; 167, Activities; 176, Activities; 190, Activities; 220

	1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends	20, Activities; 176, Activities; 220; 295, Activities; 313, A
	1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence	94, ¡Extra!; 176, Activities; 244, Activities; 295, Activities; 399, act. 25; 406, Activities; 407, A; 415, act. 9; 427, A
	1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases	295, Activities; 401, act. 30; 406, Activities; 415, act. 9; 427, A
	Identifying and Describing	
	1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits	176, Activities; 295, Activities; 406, Activities; 415, act. 9; 427, A
	1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits	176, Activities; 295, Activities; 406, Activities; 415, act. 9; 427, A
	1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits	176, Activities; 295, Activities; 406, Activities; 415, act. 9; 427, A
	Exchanging Information	
	1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	71, Activities; 84; 85, C; 123, act. 28; 165, Activities; 176, Activities; 211, Activities; 214, Activities; 251, act. 15; 264, Activities; 195, act. 10; 406, Activities
	1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services	195, Activities; 406, Activities; 415, act. 9; 427, A

	Exchanging Opinions	
	1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	165, Activities; 176, Activities; 215, Activities; 220; 251, Activities; 264, Activities; 295, act. 10; 407, A
	1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters	165, Activities; 176, Activities; 214, Activities; 215, Activities; 220; 264, Activities; 265, A, D; 295, act. 10; 406, Activities
1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.		
	Interpretive Language-Listening (L) or Signed (SL)	
	1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests	6, Estrategia; 55, act. 28, 29; 140, Activities; 158, Activities; 170, act. 31; 235, act. 17; 240, act. 27; 241, act. 28; 334, Activities
	1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences	44, Activities; 115, act. 11, 12; 141, act. 12; 156, act. 5; 170, act. 30; 171, act. 32; 235, act. 18; 249, act. 12
	1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	43, Activities; 56, act. 30; 170, act. 29; 222, Activities; 229, Activities; 252, Activities; 277, act. 13; 289, Activities
	1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	111, Activities; 56, act. 30; 170, act. 29; 222, Activities; 229, Activities; 252, Activities; 277, act. 13; 289, Activities

	Interpreting Written Language-Reading (R)	
	1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	33, A; 26, act. 15; 244, Activities; 252, Activities; 406, Activities
	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories	15, act. 27; 16, Activities; 26, act. 15; 29, act. 22; 33, A; 43, Activities; 68, act. 15; 71, act. 23; 25; 83, A, B; 107, act. 33, 34; 109, act. 35, box; 127, A, B; 152, act. 32, box
	1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)	35, Activities; 176, Activities; 211, Activities; 215, Activities; 219, A, B; 244, Activities; 264, Activities
1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
	Presentational Language - Speaking (S) or Signed (SL)	
	1.3.N.S.a Present songs, poems or stories in the target language	7, Activities; 58, Activities; 59, Activities; 68, act. 15; 70, act. 21; 80, Activities; 82, Activities; 124, Activities; 128; 427, B
	1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school	7, Activities; 15, act. 28; 46, act. 12; 50, Activities; 58, Activities; 69, act. 19; 85, Activities; 93, Activities; 99, act. 19; 127, Activities; 151, act. 30; 171, act. 33; 177, A; 426; 427, C
	1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report	289, Activities

	Presentational Language-Writing (W)	
	1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu	10, Activities; 32, Activities; 35, C; 76, Activities; 85, B; 99, Activities; 113, Activities; 129, C, Activities; 157, Activities; 176, A, B; 177, B; 341, Activities; 413, act. 5; 421, act. 9
	1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience	99, Activities; 176, A, B; 251, Activities; 264; 265, Activities; 314, Activities; 413, act. 5
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school	7, act. 11; 50, Activities; 58, Activities; 84; 85, A; 123, act. 28; 124, Activities; 171, act. 33; 176, A, B, Activities; 221, C; 251, act. 17, Activities; 264
STRAND 2: Cultures		
2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
	Understanding the impact of historic events and governmental systems within the target cultures (H)	
	2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken	103, Activities; 113, Activities; 124, act. 29; 157, act. 6; 215, act. 27; 247, act. 8; 265, Activities; 266, Activities; 321, Cultura viva, act. 7; 367, act. 7, 8, Activities; 413, act. 4
	2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken	130, Activities; 137, act. 7, Activities; 157, Activities, Notes; 267, Activities; 293, act. 6, Notes; 321, Cultura viva, act. 7, Activities
	2.1.N.H.c Identify one important political issue in a country in which the language is spoken	103, Cultura viva, act. 27; 113, Cultura viva, Notes; 137, Cultura viva, Activities; 336, act. 34, box; 389, Activities; 409, Notes

	2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken	82, Preparación; 83, A, B, Activities; 113, Cultura viva, Notes; 178, Activities; 389, Activities; 152, Lectura cultural, act. 32, box
	2.1.N.H.e Identify and explain how the language and culture expanded throughout the world	43, Cultura viva, act. 7, Notes; 85, C; 137, Cultura viva, act. 7, Notes; 265, Activities; 389, Cultura viva, act. 7; 413, Cultura viva, act. 4
	Understanding the role of family and community within the target culture(s) (F)	
	2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken	11, act. 20; 135, act. 1, 2, Activities; 141, act. 12; 143, act. 17, 18, ¡Extra!; 152, act. 32, 33, ¡Extra!; 198, act. 32, box; 331, act. 24, 25; 336, act. 34; 357, A, B
	2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	5, act. 8; 21, act. 8; 28, Estructura, Activities; 85, B; 108, Lectura cultural, act. 35; 198, act. 32, box; 356, Activities; 357, A; 384, Lectura cultural, act. 37
	2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	105, act. 29, 30; 107, act. 34, Activities; 108, act. 35, 36; 117, ¡Extra!, Activities; 119, act. 19; 255, act. 23; 331, act. 24, 25; 336, act. 34; 347, act. 19; 384, act. 37, box
	2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	107, act. 33, 34; 115, act. 10, 11; 125, Notes; 1987, act. 32, box; 221, A, C; 223, Activities; 279, act. 18, Activities; 288, act. 34, 35, box; 354, act. 33; 357, A, B
	2.1.N.F.e Explain the practices and significance of an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND	11, act. 20; 211, act. 20, 21, Activities; 216, act. 29, box; 221, B; 229, act. 6; 237, Cultura viva, act. 22; 242, act. 29, box; 279, act. 18; 354, act. 33, 34, box

	- personal or family holiday or celebration within a community or culture in which the target language is spoken	
	Understanding education, employment, and the economy in the target cultures (E)	
	2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	63, act. 7, 8, ¡Extra!; 71, act. 24, 25, Activities; 75, Cultura viva, act. 32; 85, B; 336, Lectura cultural, act. 34; 413, act. 4, ¡Oportunidades!
	2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken	403, Activities
	2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken	51, act. 22, ¡Oportunidades!; 86, Activities; 185, ¡Oportunidades!; 198, act. 32; 227, act. 2; 243, Activities; 336, act. 34; 407, Activities; 420, act. 5, Activities; 421, act. 10, 11, ¡Oportunidades!; 427, A
2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
	Understanding the impact of geography and natural resources on the target cultures (G)	
	2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken	8, Activities; 9, Activities; 12, act. 21; 35, C; 229, act. 6; 247, act. 8
	2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	16, act. 29, Activities; 35, C; 125, Notes; 129, A; 185, act. 6, Activities; 203, act. 7, 8; 229, act. 6; 247, act. 9, Activities; 293, act. 6, 7; 389, act. 7

	2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	157, act. 6; 203, Cultura viva, act. 7; 321, Cultura viva; 337, Notes; 3890, act. 7; 419, Notes
	2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken	247, act. 8; 291, ¡Extra!; 300, Activities; 308, act. 32, 33, box; 313, A, C
	Understanding the importance of cultural and creative heritage within the target cultures (C)	
	2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)	30, act. 23, 24; 35, B; 47, act. 11, 12; 48, act. 15; 58, act. 35, 36, Activities; 85, A; 167, act. 23; 175, A, B; 223, Activities; 279, Cultura viva, act. 18, Activities
	2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	16, act. 29, 30; 33, A, B; 93, act. 6, 7, Activities; 127, A, B, Activities, Notes; 130, Activities; 223, Activities; 266, Activities; 416, act. 12, 13, box
	Understanding the artifacts associated with family and community life within the target culture(s) (F)	
	2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)	85, B, C; 101, act. 22, 23, ¡Extra!; 103, act. 27; 119, act. 19; 129, C; 229, act. 6; 237, act. 22; 242, act. 29, 30, box; 255, act. 23; 265, Activities; 347, act. 19; 359, A+
	2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken	119, act. 19; 167, act. 23, 24; 175, A, B; 222, Activities; 229, act. 6; 237, act. 22; 242, act. 29, 30, box; 247, act. 8; 260, act. 33; 321, act. 7; 351, act. 26; 384, act. 37, box

	2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken	51, Cultura viva, Notes; 59, ¡Extra!; 73, act. 27, 28; 74, ¡Extra!; 222, Activities; 223, Activities; 237, act. 22; 242, act. 29, 30, box; 273, act. 6; 248, act. 34, 35, box
	2.2.N.F.d Describe and explain the significance of the products associated with an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration within a community or culture in which the target language is spoken	216, act. 29; 221, B; 222, Activities; 229, act. 6; 237, Cultura viva, act. 22; 242, act. 29, 30, box; 354, act. 33
	Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
	2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken	49, act. 16, 17, Activities; 54, act. 26, 27, ¡Extra!; 57, act. 32, 33, Activities; 63, act. 7, 8, Activities; 66, act. 13
	2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken	119, act. 19; 175, A, B; 185, act. 6, ¡Oportunidades!; 223, Activities; 229, act. 6; 247, act. 8; 260, act. 33; 321, act. 7; 367, act. 7, 8, Activities; 402, act. 32, 33, box
	2.2.N.E.c Recognize the currency of a country in which the language is spoken	33, Tú lees; 129, B; 199, Activities; 212, act. 22; 213, act. 24; 404, Activities
STRAND 3: Connections		
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.		
	3.1.N.a Reinforce previously learned content knowledge through the target language	35, A, C, Activities; 84; 85, A, B, C; 264; 265, A, C, D; 312; 313, A, B, C; 336, box, Activities; 359, A, B, C

<p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p>		
	<p>3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture</p>	<p>85, A; 289, Activities; 377, Activities; 419, Activities; 407, Activities</p>
<p>STRAND 4: Comparisons</p>		
<p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>		
	<p>4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)</p>	<p>13, Estructura, Activities; 14, act. 25, 26; 15, act. 27; 27, Cultura viva, act. 18, 19, Notes; 35, A, B; 43, act. 6, Activities; 118, ¡Extra!; 209, Activities, Notes; 251, Estrategia</p>
	<p>4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target</p>	<p>52, Estructura, ¡Extra!, Activities; 61, ¡Extra!; 168, Estructura, act. 25, Activities; 191, ¡Extra!; 196, Estrategia; 286, ¡Extra!; 339, Activities</p>
	<p>4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language</p>	<p>3, ¡Extra!; 5, act. 8; 19, ¡Extra!; 94, ¡Extra!; 156, Estrategia; 1193, Cultura viva, act. 23, Activities</p>
	<p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language</p>	<p>94, Activities; 97, Estructura, act. 14, 15, Activities; 143, Activities; 195, Activities; 262, Activities; 267, Activities; 417, Activities</p>
<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>		

	4.2.N.a Identify basic target culture practices and compare them to one's own	5, act. 8; 11, act. 20; 63, act. 7, 8, ¡Extra!, Activities; 75, act. 32; 85, B; 147, Cultura viva, act. 24; 152, act. 32, 33, box
	4.2.N.a Identify basic target culture practices and compare them to one's own	[Repeats above]
STRAND 5: Communities		
5.1 Use of Language Students use the language both within and beyond the school setting.		
	5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations	71, Activities; 85, C; 115, ¡Oportunidades!, Activities; 119, Activities; 264, Activities; 295, act. 10; 406, Activities; 407, A; 415, act. 9
	5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language	35, Activities; 167, act. 23; 279, act. 18; 293, Activities; 353, Activities; 400, Activities; 407, Activities; 421, Activities; 427, B
5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
	5.2.N.a Willingly use the target language within the classroom setting	85, A; 129, A; 241, Activities, Notes; 401, act. 30, 31, Activities; 407, B; 415, Activities
	5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment	51, Notes; 157, Activities; 219, A, B, Activities; 229, Activities; 289, Activities
	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed	51, act. 22, ¡Oportunidades!; 86, Activities; 185, ¡Oportunidades!; 243, Activities; 421, act. 10, 11, ¡Oportunidades!; 427, A