

¡Aventura! 2
Correlated to
Michigan Foreign Language Standards
Intermediate Low and Intermediate Mid – Level 2

STRAND 1: COMMUNICATION		
	Intermediate Low and Intermediate Mid	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.M.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities	5, Activities; 10, act. 15; 214, Activities; 289, act. 29; 319, act. 31
	1.1.M.SL.b Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment	72, Activities; 76, act. 13; 214, Activities; 269, act. 35; 319, act. 31; 329, act. 12; 359, ¡Oportunidades!; 365, act. 31, Activities; 390, Activities
	1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply	85, act. 27, 28; 127, act. 13, 14; 179, act. 12, Activities; 214, Activities; 217, act. 24; 268, act. 31; 365, act. 31, Activities; 390, Activities
	Identifying and Describing	
	1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture	35, Activities; 40, act. 32, Activities; 127, act. 14, Activities; 289, act. 31; 445, act. 9, Activities; 459, B

	1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures	279, act. 14; 289, act. 31; 392, Activities; 436, Activities; 445, act. 9, Activities; 459, B, C
	1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture	127, act. 13, Activities; 131, act. 21, Activities; 132, Activities; 156, activities; 162, act. 24; 191, act. 32; 197, B; 319, act. 30, Activities
	Exchanging Information	
	1.1.M.SL.g Exchange information in the target language about personal and social, community or current events	10, act. 15; 18, act. 27, 29; 19, act. 30, 31, Activities; 85, act. 27, 28; 117, act. 31, 32; 127, act. 13, 14; 132, Activities; 289, act. 29
	1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services	10, act. 15; 19, act. 31; 33, Activities; 57, Activities; 76, act. 13; 85, act. 27, 28; 156, Activities; 162, act. 24; 179, act. 12, Activities; 221, act. 30; 359, ¡Oportunidades!; 365, act. 31, Activities; 390, Activities
	Exchanging Opinions	
	1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions	5, act. 7, 8; 213, Activities; 221, act. 31; 247, C; 316, act. 25, 26; 345, Activities
	1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues	11, Activities; 117, act. 31, 32; 127, act. 13; 131, act. 21, Activities; 132, Activities; 217, act. 24; 221, act. 30; 289, act. 30
	Interpersonal Reading/ Writing (RW)	
	Socializing	
	1.1.M.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities	8, act. 13; 10, Activities; 31, Activities; 41, Activities; 44; 93, D; 196, Activities; 327, act. 9, Activities; 342; 365, act. 29; 444, act. 6; 445, act. 9, Activities

	1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence	44; 196, Activities; 327, Activities; 444, act. 6; 445, act. 9, Activities
	1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply	10, Activities; 44; 196, Activities; 444, act. 6; 445, act. 9, Activities; 456, Activities; 459, A
	Identifying and Describing	
	1.1.M.RW.d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture	33, Activities; 197, C, D; 342; 345, Activities; 371, Activities; 391, Activities; 412, Activities; 445, Activities
	1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures	197, C, D; 391, Activities; 445, act. 9, Activities; 456, Activities; 459, A
	1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture	44; 142; 145, Activities; 197, B, Activities; 342; 371, Activities; 378, Activities; 389, Activities; 391, Activities
	Exchanging Information	
	1.1.M.RW.g Exchange information in writing in the target language about personal and social, community, or current events	8, act. 13; 13, act. 19; 44; 196, Activities; 342; 378, Activities; 444, act. 6, ¡Oportunidades!; 445, act. 9, Activities
	1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases	378, Activities; 445, act. 6, Activities; 459, A

	Exchanging Opinions	
	1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information	5, act. 7, 8, Activities; 18, Activities; 213, Activities; 221, act. 31; 247, C
	1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues	196, Activities; 197, Activities; 246; 247, C; 294; 295, C; 342; 444, act. 6, ¡Oportunidades!; 445, act. 9, Activities; 456, 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.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics	93, Activities; 100, act. 5, Activities; 105, act. 12, 13, Activities; 113, act. 26; 137, act. 32; 162, act. 24; 189, act. 29; 191, act. 32; 425, Activities
	1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community	100, Activities; 105, act. 12, 13, Activities; 137, act. 32; 162, act. 24; 189, act. 29; 191, act. 32
	1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	53, Activities; 258, act. 9, Activities; 312, ¡Oportunidades!, Activities; 313, Notes; 324, ¡Oportunidades!; 333, Activities; 343, B, Activities
	1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)	292, Activities; 258, act. 9, Activities; 312, ¡Oportunidades!, Activities; 313, Notes; 333, Activities; 340, Activities

	Interpreting Written Language-Reading (R)	
	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics	43, A, B; 91, A, B; 209, act. 19; 48, act. 33, 34, box; 196, Activities; 444, act. 6; 445, act. 9, Activities
	1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.	20, act. 32, 33; 25, Activities; 53, Activities; 91, A, B; 109, act. 19; 111, act. 20, Activities; 136, act. 29; 141, A, B; 195, A, B; 197, A, B, Activities; 245, A, B, Activities; 293, A, B; 324, ¡Oportunidades!; 457, A, B
	1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)	44; 196, Activities; 327, Activities; 409, act. 21; 444, act. 6, ¡Oportunidades!; 445, act. 6, 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.M.S.a Present skits or short plays in the target language	62, Activities; 94, Activities; 137, act. 31; 214, Activities; 217, Activities; 282, Activities; 289, Activities; 319, Activities; 339, Activities; 356, Activities; 369, Activities
	1.3.M.S.b Retell a story to an audience in the target language	25, Activities; 149, Activities; 197, Activities; 248, Activities; 301, Activities; 319, act. 30, Activities; 333, act. 20
	1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language	11, Activities; 45, C, Activities; 81, act. 21, Activities; 85, act. 28; 88, Activities; 118, Activities; 137, Activities; 144, Activities; 168, act. 31; 170, Activities; 197, Activities; 345, Activities

	1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show	101, Activities; 104, Activities; 295, A, Activities; 313, Activities; 333, Activities; 339, Activities; 343, A, C; 345, Activities
	Presentational Language-Writing (W)	
	1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task	142; 143, A; 145, Activities; 151, act. 6, Activities; 197, D, Activities; 205, act. 6; 247, Activities; 165, act. 26
	1.3.M.W.b Create original compositions or journal entries in the target language	44, Activities; 92; 145, Activities; 192, Activities; 196; 294; 314, Activities
	1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language	137, Activities; 168, act. 31; 193, Activities; 197, C, D, Activities; 246; 247, C; 294
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.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken	25, Cultura viva, act. 6; 99, Activities; 151, Cultura viva, Notes; 275, Cultura viva, act. 7; 290, act. 32, box; 303, Cultura viva, act. 6; 345, Activities
	2.1.M.H.b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken	249, Activities; 255, act. 7; 345, Activities; 371, act. 6; 391, Activities
	2.1.M.H.c Explain important political issues in a community or country in which the language is spoken	15, act. 24, Activities; 20, act. 32, 33, box, Activities, Notes; 131, act. 21, Activities; 275, Cultura viva, act. 7, Notes; 399, act. 6, Activities

	2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken	15, act. 24, Activities; 20, act. 32, 33, box, Activities; 25, act. 6; 88, Activities; 131, act. 21, Activities; 293, A, B; 399, act. 6, Activities
	2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries	53, act. 6, 7, ¡Oportunidades!, Activities; 68, act. 33, 34, box, Activities; 73, act. 7, 8, Activities; 81, Cultura viva, act. 21, Activities; 88, act. 34, 35, Activities; 95, Activities; 99, Cultura viva, Activities; 303, act. 6; 371, act. 6, Activities
	Understanding the role of family and community within the target culture(s) (F)	
	2.1.M.F.a Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken	35, act. 24, Activities; 63, Cultura viva, act. 25, Activities; 283, act. 20, 21; 293, A, B, Activities; 295, D
	2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	63, Cultura viva, act. 25, Activities, Notes; 93, A, B, D, Activities; 131, Cultura viva, Activities; 293, A, B, Activities
	2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	63, Cultura viva, act. 25, Activities, Notes; 107, Notes; 109, act. 19; 117, Activities; 185, act. 22; 222, act. 32, 33, box, Activities; 293, A, B, Activities
	2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken	25, act. 6; 35, act. 24, Activities; 242, act. 32, 33, box; 247, A, Activities; 293, A, B, Activities; 313, act. 22; 338, act. 29, 30, box, Activities; 351, act. 6, Activities; 381, act. 23, 24, Activities

	<p>2.1.M.F.e Compare the practices and significance of an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken</p>	<p>63, Cultura viva, Activities; 242, act. 33, box; 283, act. 20, 21, Activities; 293, A, B, Activities; 351, Cultura viva, act. 6; 361, act. 24</p>
	<p>Understanding education, employment, and the economy in the target cultures (E)</p>	
	<p>2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>151, ¡Oportunidades!; 249, Activities; 407, act. 20, Activities; 449, act. 4, 5, Activities; 450, act. 6, 8, ¡Oportunidades!; 457, A, B</p>
	<p>2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>159, act. 20; 215, Cultura viva, act. 21; 249, Activities; 275, Notes; 384, box; 451, act. 9, 10</p>
	<p>2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries</p>	<p>75, act. 11; 93, Activities; 94, Activities; 118, Activities; 215, Cultura viva, act. 21; 235, Activities; 270, Lectura cultural; 293, A, Activities; 374, act. 10; 409, act. 21, Activities; 425, Activities; 457, A, B, Activities</p>
<p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>		
	<p>Understanding the impact of geography and natural resources on the target cultures (G)</p>	

	2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken	68, act. 33, 34, box; 73, act. 7, 8, Activities; 88, act. 35, Activities; 118, act. 33, 34, box, Activities; 123, act. 6; 141, A, B; 192, act. 34, 35, box; 205, act. 6; 245, A, B; 290, act. 32, 33, Activities
	2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken	73, act. 7, 8, Activities; 138, act. 33, Activities; 141, A, B; 151, Cultura viva, act. 6, Activities; 170, act. 34, 35, box, Activities; 290, Activities; 175, act. 6; 205, act. 6
	2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken	175, act. 6; 205, act. 6, Activities; 275, act. 7; 140, Activities; 166, Activities; 175, act. 6; 205, act. 6; 245, A, B; 249, Activities; 255, act. 7; 275, act. 7; 303, act. 6; 437, D
	2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken	123, act. 6; 245, A; 247, Activities; 290, act. 32, Activities; 325, Cultura viva, act. 6; 371, act. 6
	Understanding the importance of cultural and creative heritage within the target cultures (C)	
	2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	40, act. 34, Activities; 45, Activities; 68, act. 33, 34, box, Activities; 88, box, Activities; 90, Activities; 91, Activities; 127, act. 14, Activities; 227, act. 6, Activities, Notes; 310, Activities; 320, act. 32, 33, box; 361, act. 24
	2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	101, act. 6, Activities; 118, act. 33, box; 142, Activities; 144, Activities; 192, act. 34, 35, box, Activities; 248, Activities; 265, act. 25; 270, act. 36, box; 290, act. 32, box; 366, act. 32, 33
	Understanding the artifacts associated with family and community life within the target culture(s) (F)	

	<p>2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)</p>	<p>94, Activities; 99, Activities; 118, act. 33, 34; 159, act. 20, Notes; 215, Cultura viva, act. 21; 222, act. 32, 33, box, Activities; 237, act. 25, 26, Activities; 265, act. 25, 26; 270, act. 36, box</p>
	<p>2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries</p>	<p>25, Cultura viva, act. 6; 97, Activities; 118, act. 33, 34, box, Activities; 159, act. 20; 215, Cultura viva, act. 21, Notes; 222, act. 32, 33, box; 237, act. 25, 26, Activities; 313, act. 22</p>
	<p>2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken</p>	<p>5, Cultura viva, act. 7, 8, Activities; 7, Activities; 25, Cultura viva, act. 6; 45, Activities; 237, act. 25, 26; 245, A, B; 313, act. 22; 381, act. 23, 24, Activities; 423, act. 17, Notes</p>
	<p>2.2.M.F.d Compare 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 across multiple communities or cultures in which the target language is spoken</p>	<p>195, A, B; 242, act. 32, 33, box; 283, act. 20, 21; 351, Cultura viva, act. 6; 361, act. 24; 391, B</p>
	<p>Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)</p>	
	<p>2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>5, Cultura viva, act. 7, 8, Activities; 93, A; 407, act. 20, Activities; 446, act. 12, box, Activities; 449, act. 4, 5, Activities; 451, act. 9; 457, A, B; 459, D</p>

	2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries	5, Cultura viva, act. 7, 8, Activities; 7, Activities; 25, Cultura viva, act. 6, Activities; 43, A, B; 94, Activities; 215, act. 21; 245, A, B; 423, act. 17, Activities, Notes; 457, A, B
	2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries	93, C; 143, B, Notes; 214, Activities; 248, Activities; 325, Notes
STRAND 3: Connections		
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.		
	3.1.M.a Acquire new content knowledge about familiar topics through the target language	25, Activities; 53, Activities; 88, Activities; 93, A, C; 101, act. 6, Activities; 143, A; 170, Activities; 247, B
3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.		
	3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information	25, Activities; 45, Activities; 53, Activities; 88, Activities; 101, Activities; 170, Activities; 333, act. 20; 343, B, Activities
STRAND 4: Comparisons		
4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.		
	4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language	42, Activities; 43, Activities; 51, Activities; 211, act. 14, 15, Activities; 329, act. 12; 401, act. 8, 9; 445, act. 10, Estrategia

	4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language	38, act. 28, 29, Activities; 55, act. 10, Estrategia; 59, act. 18, 19; 76, act. 12, 13, 14, Activities, Notes; 126, act. 10, 11; 191, act. 31, Activities; 241, act. 30, 31; 261, act. 18, 19; 377, Notes
	4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language	76, act. 13; 214, Activities; 319, act. 31; 359, ¡Oportunidades!; 365, act. 31, Activities; 390, Activities
	4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one's own language to the target language	102, act. 7; 374, Activities; 401, act. 8, 9; 461, Activities
4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
	4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own	20, act. 32, 33, box, Activities; 93, A; 109, act. 19, Activities; 131, Activities; 159, act. 20; 265, act. 25; 270, act. 36, 37, box; 283, act. 20, 21; 293, A, B, Activities
	4.2.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own	20, box; 88, act. 34, 35, Activities; 118, box; 159, act. 20; 170, act. 34, 35, box; 222, act. 32, 33, box, Activities; 237, act. 25, 26; 242, act. 32, 33, box; 437, B
STRAND 5: Communities		
5.1 Use of Language Students use the language both within and beyond the school setting.		
	5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages	31, Activities; 41, Activities; 44; 196, Activities; 327, act. 9, Activities; 342; 444, act. 6; 445, act. 9, Activities

	5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language	145, Activities; 197, Notes; 288, Activities; 296, Activities; 437, Activities
5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
	5.2.M.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom	15, ¡Oportunidades!, Activities; 29, Activities; 53, ¡Oportunidades!; 81, Activities; 93, Activities; 94, Activities; 196, Activities; 197, Notes; 237, Activities;
	5.2.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture	25, Activities; 45, Activities; 53, Activities; 101, act. 6, Activities; 143, A; 247, B
	5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed	288, act. 28, ¡Oportunidades!; 406, ¡Oportunidades!, Activities; 425, Activities; 437, A, Activities; 438, Activities; 449, act. 4, Activities; 450, act. 7; 451, act. 11, 12