

¡Aventura! 3
Correlated to
Michigan Foreign Language Standards
Pre-Advanced – Level 3

| STRAND 1: COMMUNICATION | | |
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| | Pre-Advanced | 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.A.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as weekend plans, vacation, jobs and travel | 10, act. 14; 21, act. 30; 37, act. 23; 57, act. 11; 105, act. 8; 112, Activities; 183, act. 25; 219, act. 13; 317, act. 12; 408, Activities |
| | 1.1.A.SL.b Recognize and use appropriate register/honorifics in routine social and professional situations | 10, act. 14; 31, Activities; 157, act. 11; 249, act. 12; 269, act. 12, Activities; 276, Activities; 345, Activities; 391, Activities; 413, act. 24; 433, Activities |
| | 1.1.A.SL.c Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply | 7, act. 8; 157, act. 11; 219, act. 13; 249, act. 12; 269, act. 12; 345, act. 13, Activities; 391, Activities; 395, act. 30; 413, act. 24 |
| | Identifying and Describing | |
| | 1.1.A.SL.d Share detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture | 19, Activities; 21, act. 20, 21; 29, act. 10; 393, Activities; 432, Activities |

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| | 1.1.A.SL.e Share detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts | 357, act. 10 |
| | 1.1.A.SL.f Share an analysis and comparison of attributes of places and things in the target culture by providing a detailed description | 136, act. 25; 189, C, Activities; 306, Activities; 317, act. 12; 343, Activities; 431, act. 9 |
| | Exchanging Information | |
| | 1.1.A.SL.g Use target language to discuss social issues and problems | 157, act. 11; 227, act. 25; 317, act. 12; 431, act. 9; 447, act. 8; 456, act. 22; 457, act. 25 |
| | 1.1.A.SL.h Use target language to discuss current or past events that are of significance in the target culture | 105, act. 8; 112, Activities; 136, act. 25; 146, Activities; 183, act. 25; 391, Activities; 456, act. 22; 459, act. 28 |
| | 1.1.A.SL.i Report to someone the resolution of an everyday situation with a complication in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services | 136, act. 25; 201, act. 12; 219, act. 13; 395, act. 30; 431, act. 9; 459, act. 28 |
| | Exchanging Opinions | |
| | 1.1.A.SL.j Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art | 108, act. 14; 129, Activities; 136, act. 25; 343, act. 11, Activities; 383, act. 10 |
| | 1.1.A.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture | 3, Activities; 10, act. 14; 13, act. 18; 37, act. 23; 39, act. 26; 112, Activities; 129, Activities; 157, act. 11; 189, C, Activities; 219, act. 13; 431, act. 9; 447, act. 8; 456, act. 22; 457, act. 25 |
| | Interpersonal Reading/ Writing (RW) | |
| | Socializing | |

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| | 1.1.A.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs, and travel | 12, act. 17, Activities; 169, Activities; 184, Activities; 277, Activities; 409, Activities; 447, Activities; 460, Activities |
| | 1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence | 10, act. 17, Activities; 177, Activities; 409, Activities; 420; 433, Activities; 460, Activities |
| | 1.1.A.RW.c Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply | 409, Activities |
| | Identifying and Describing | |
| | 1.1.A.RW.d Share in writing a detailed description and analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture | 277, Activities |
| | 1.1.A.RW.e Share in writing a detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts | |
| | 1.1.A.RW.f Share in writing an analysis and comparison of attributes of places and things in the target culture by providing a detailed description | 87, Activities; 187, Activities; 188; 288, Activities; 331, C; 365, act. 24; 387, act. 18; 447, Activities |
| | Exchanging Information | |
| | 1.1.A.RW.g Exchange information in writing about social issues and problems | 117, act. 29, 30; 169, Activities; 224, Activities; 277, Activities; 365, act. 24; 372; 409, Activities |

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| | 1.1.A.RW.h Report in writing, to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services, and online purchases | 13, Activities; 144; 157, act. 11; 170, Activities; 188; 201, Activities; 225, Activities; 236; 347, Activities; 372 |
| | 1.1.A.RW.i Use target language to write about current or past events that are of significance in the target culture | 29, act. 9; 107, act. 11; 117, act. 29, 30; 126, act. 10; 129, Activities; 144; 165, act. 24; 169, Activities; 188; 306, Activities; 365, act. 24 |
| | Exchanging Opinions | |
| | 1.1.A.RW.j Share opinions in writing about something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art | 126, act. 10; 165, act. 24; 462, Activities |
| | 1.1A.RW.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture | 12, act. 17, Activities; 37, act. 23; 117, act. 29, 30; 169, Activities; 224, Activities; 225, act. 22; 365, act. 24; 409, Activities; 447, 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.A.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and unfamiliar topics | 10, act. 14; 138, Activities; 157, act. 11; 219, act. 13; 249, act. 12; 257, Activities; 264, act. 5; 273, Activities; 431, act. 9 |
| | 1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics | 3, Activities; 10, act. 14; 31, Activities; 157, act. 11; 219, act. 13; 249, act. 12; 264, act. 5; 395, act. 30; 413, act. 24; 431, act. 9 |

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| | 1.2.A.L.c Analyze a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) | 33, Activities; 35, ¡Oportunidades!, Activities; 161, ¡Oportunidades!, Activities |
| | 1.2.A.L.d Analyze an audio presentation (CD, lecture, radio, podcast, songs/music) | 138, Activities; 171, Activities |
| | Interpreting Written Language-Reading (R) | |
| | 1.2.A.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and unfamiliar topics | 66, Activities; 67, act. 27; 265, act. 6, Activities; 381, act. 6, Activities |
| | 1.2.A.R.b Understand and analyze written materials in the target language on unfamiliar topics such as, literary works, print media, websites/internet, directions | 43, A, B; 45, B; 57, act. 11; 90; 93, A, B; 103, ¡Oportunidades!; 143, A, B; 187, A, B; 205, ¡Oportunidades!; 235, A, B; 281, A, B; 329, A, B; 371, A, B; 419, A, B |
| | 1.2.A.R.c Understand written interpersonal communication in the target language on a variety of familiar and unfamiliar topics (email, letters, messages, notes, and text messages) | 12, act. 17; 169, Activities; 247, act. 8, Activities; 277, Activities; 409, Activities; 460, 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.A.S.a Participate in and perform scenes in the target language from plays, and/or poems, or excerpts from short stories | 10, act. 14; 21, act. 30; 29, act. 9; 111, Activities; 127, act. 12; 189, B; 194, Activities; 201, Activities; 249, act. 12; 300, Activities; 318, Activities; 371, Activities; 465, Activities |
| | 1.3.A.S.b Present a summary of a story including plot and characters or an event to an audience | 79, act. 18; 323, act. 24; 387, Activities; 408, Activities |

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| | 1.3.A.S.c Present oral reports on familiar and unfamiliar topics in target language | 107, act. 11; 109, act. 16; 145, B; 189, B; 237, B; 297, act. 16, Activities; 326, Activities; 331, A; 373, C |
| | 1.3.A.S.d Produce an original target language information video/DVD recording of a complete newscast or target culture topic | 300, Activities |
| | Presentational Language-Writing (W) | |
| | 1.3.A.W.a Create and disseminate a newsletter or webpage in the target language | 439, Activities |
| | 1.3.A.W.b Prepare a written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language | 45, C; 95, C; 285, Activities; 387, act. 18; 415, Activities; 419, Activities; 462, Activities |
| | 1.3.A.W.c Present written reports on familiar and unfamiliar topics in the target language | 37, act. 23; 44; 94; 95, C; 117, act. 29; 145, C; 157, act. 11; 165, act. 24; 282; 283, B; 331, B; 387, Activities; 462, Activities |
| 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.A.H.a Analyze the impact of major historic events on the culture of communities or countries in which the language is spoken | 43, Activities; 57, Notes; 83, act. 25; 95, A; 133, act. 22; 138, act. 29; 145, C; 153, act. 6, Activities; 166, act. 25; 184, act. 26; 313, Notes; 326, act. 28 |
| | 2.1.A.H.b Compare the governmental system of a country in which the language is spoken with that of one or more other countries | 57, act. 11, Notes; 260, act. 30, Notes; 283, C; 308, act. 35; 453, Cultura viva, act. 19 |

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| | 2.1.A.H.c Compare the position vis-à-vis an important political issue in two or more communities or countries in which the language is spoken | 43, A, B, Activities; 83, act. 25; 184, act. 27; 283, C; 371, A, Activities, Notes |
| | 2.1.A.H.d Analyze the impact of major current events on the culture of communities or countries in which the language is spoken | 83, act. 25; 146, Activities; 259, Notes; 453, act. 19 |
| | 2.1.A.H.e Analyze major tensions within and outside a community or country in which the language is spoken | 83, act. 25 |
| | 2.1.A.H.f Explain who is considered majority and minority within a culture | 73, act. 6, Notes; 83, act. 25; 137, Notes; 138, act. 29 |
| | 2.1.A.H.g Analyze issues of gender, class and/or status in the target culture | 35, act. 20; 73, act. 6; 83, act. 25; 117, act. 30; 118, act. 31, 32, box; 184, act. 27; 409, act. 18 |
| | 2.1.A.H.h Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken | 17, act. 25; 27, act. 6; 53, act. 6; 73, act. 6; 83, act. 25; 88, act. 33, 34; 126, act. 11; 138, act. 29; 237, C; 409, act. 18 |
| | Understanding the role of family and community within the target culture(s) (F) | |
| | 2.1.A.F.a Analyze changes in family structures and the role of friends within a community or culture in which the language is spoken | 73, act. 6; 117, act. 30; 359, Notes; 409, act. 18 |
| | 2.1.A.F.b Analyze the cultural beliefs, values, and perspectives associated with time and daily routines | 35, act. 20; 83, act. 25; 117, act. 30; 118, act. 31, 32, box; 126, act. 11; 278, Notes; 359, Notes; 365, Notes |
| | 2.1.A.F.c Analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken | 83, act. 25; 118, act. 31, 32, box; 123, act. 6; 126, act. 11; 253, act. 18; 359, Notes |

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| | 2.1.A.F.d Analyze the balance between work and leisure activities within a community or culture in which the language is spoken | 27, act. 6; 35, act. 20; 103, act. 6; 113, act. 22; 118, act. 31, 32; 123, act. 6 |
| | 2.1.A.F.e Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations | 61, act. 17; 96, Activities; 278, Notes; 291, act. 6, Activities; 313, act. 6 |
| | Understanding education, employment, and the economy in the target cultures (E) | |
| | 2.1.A.E.a Analyze secondary and post-secondary educational opportunities that lead to careers in the target country | 40, act. 27, box; 346, ¡Oportunidades!; 355, act. 6; 401, act. 6; 429, ¡Oportunidades!; 440, act. 22, 23, Activities; 467, A |
| | 2.1.A.E.b Analyze the role and impact of the economic system on a community or country in which the language is spoken | 35, act. 20; 43, Activities; 73, act. 6; 123, act. 6; 260, act. 30, Notes; 331, A |
| | 2.1.A.E.c Analyze the cultural beliefs related to money, wealth, and the social status of various types of employment | 118, act. 31, 32, box; 331, A; 440, act. 22, 23, Activities, Notes |
| 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.A.G.a Locate and explain the development of urban, rural, and suburban areas within a country where the language is spoken | 17, act. 25, Activities; 40, act. 27, 28, Activities; 53, act. 6; 83, act. 25; 88, act. 33, 34 |

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| | 2.2.M.G.b Explain how geographic features help to define regional identities within a country | 17, act. 25, Activities; 53, act. 6; 83, act. 25; 88, act. 33, 34; 123, act. 6; 133, act. 22; 145, C, Activities; 228, act. 27, 28; 237, C |
| | 2.2.A.G.c Analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world | 53, act. 6; 61, act. 17, Activities; 83, act. 25; 133, act. 22; 145, B, C; 188, A, B, C |
| | 2.2.A.G.d Analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density | 19, Activities; 40, act. 27, 28, box; 45, B; 123, act. 6; 133, act. 22; 145, B; 181, act. 22; 189, A; 223, act. 19; 228, act. 27; 237, C; 256, act. 23; 260, act. 30; 265, Cultura viva, act. 6; 288, Notes; 347, act. 17 |
| | Understanding the importance of cultural and creative heritage within the target cultures (C) | |
| | 2.2.A.C.a Analyze the enduring contributions of current cultural icons to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people) | 5, act. 6, ¡Extra!, Activities; 22, act. 31, 32, box; 27, act. 6; 45, A; 57, Activities; 68, act. 29, 30, Activities; 95, C; 113, act. 22; 123, act. 6; 161, act. 17 |
| | 2.2.A.C.b Analyze the enduring contributions of historic culture to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people) | 29, Activities; 42; 43, A, B, Activities; 88, Activities; 113, act. 22; 133, act. 22; 138, act. 29, box; 143, A, B; 161, act. 17; 189, B; 210, act. 26, 27; 215, act. 6; 230, Preparación; 237, B |
| | Understanding the artifacts associated with family and community life within the target culture(s) (F) | |
| | 2.2.A.F.a Analyze and compare changes over time in products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken | 17, act. 25; 35, act. 20; 45, C; 53, act. 6; 57, Activities; 73, act. 6; 83, act. 25; 88, act. 33; 109, act. 15; 123, act. 6; 331, C; 409, act. 18 |

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| | 2.2.A.F.b Analyze the contribution of indigenous products within the economy of different communities, regions, or countries | 57, Activities; 61, act. 17; 73, act. 6; 83, act. 25; 88, act. 33; 113, act. 22; 133, act. 22; 153, act. 6; 161, act. 17; 165, Activities; 237, B; 253, act. 18; 313, act. 6; 339, act. 6; 361, act. 17; 366, act. 25; 373, B, C; 391, act. 24; 421, B |
| | 2.2.A.F.c Analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken | 26, Notes; 35, act. 20; 45, C; 73, act. 6; 83, act. 25; 113, act. 22; 123, act. 6; 210, act. 26; 409, act. 18 |
| | 2.2.A.F.d Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations | 35, act. 20; 61, act. 17, Activities; 88, act. 33; 133, act. 22; 278, Notes; 313, Cultura viva, act. 6 |
| | Understanding the artifacts associated with education, employment, and the economy in the target cultures (E) | |
| | 2.2.A.E.a Analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials | 40, act. 27, 28, box; 103, act. 6; 118, act. 31; 355, act. 6; 365, Notes; 429, act. 6; 440, act. 22, 23, Activities, Notes |
| | 2.2.A.E.b Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken | 57, act. 11, Activities; 88, act. 33, 34; 113, act. 22; 123, act. 6; 153, act. 6; 181, act. 22; 228, act. 27; 301, act. 23, Activities; 346, ¡Oportunidades! |
| | 2.2.A.E.c Analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken | 249, Activities, Notes; 283, Activities |

| STRAND 3: Connections | | |
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| 3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language. | | |
| | 3.1.A.a Acquire new content knowledge about unfamiliar topics through the target language | 45, B; 49, Activities; 103, ¡Oportunidades!, Activities; 237, A, B, C; 286, Notes; 331, A, 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.A.a Use information available only through the target language to identify and compare distinctive cultural viewpoints | 43, A, B; 103, ¡Oportunidades!, Activities; 119, Notes; 121, Notes; 126, act. 11; 143, A, B; 161, Activities; 256, act. 23; 329, A, 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.A.a Recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages | 164, Estructura, act. 22; 268, ¡Extra!; 281, A, B; 295, Estructura, Activities; 297, act. 15, 16 |
| | 4.1.A.b Recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages | 11, Estructura, act. 15, Activities; 114, act. 23, 24; 157, act. 10, 11, Activities; 225, act. 20, 21, 22; 306, act. 31 |
| | 4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages | 10, act. 14; 31, Activities; 157, act. 11; 249, act. 12; 269, act. 12, Activities; 345, Activities; 391, Activities; 395, act. 30; 413, act. 24 |

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| | 4.1.A.d Recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages | 7, Activities; 251, Activities; 333, Activities |
| 4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. | | |
| | 4.2.A.a Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own | 61, act. 17, Activities; 83, act. 25, Notes; 118, act. 31, 32, box, Notes; 189, B, C, Activities; 197, act. 6, Activities; 237, C; 253, Notes; 278, act. 25, 26, box |
| | 4.2.A.b Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture products and compare them to one's own | 35, Notes; 45, C; 95, B, C; 113, act. 22, Activities; 123, act. 6, Activities; 223, Notes; 237, B |
| STRAND 5: Communities | | |
| 5.1 Use of Language Students use the language both within and beyond the school setting. | | |
| | 5.1.A.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, publications, and speeches | 11, Activities; 12, act. 17, Activities; 77, Activities; 169, Activities; 184, Activities; 277, Activities; 409, Activities; 460, Activities |
| | 5.1.A.b Provide services to the school district and community through activities in the target language such as tutoring and helping speakers of the target language to function within the school or community | 13, Activities; 269, Notes; 346, ¡Oportunidades!, Notes; 357, Activities |

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| <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> | | |
| | <p>5.2.A.a Seek opportunities and use the target language in real life situations within the community</p> | <p>13, Activities, Notes; 35, ¡Oportunidades!; 49, Activities; 55, ¡Oportunidades!; 96, Activities; 191, Activities; 205, act. 19, ¡Oportunidades!; 269, Notes; 286, Notes; 346, ¡Oportunidades!, Activities</p> |
| | <p>5.2.A.b Use authentic target language print materials and electronic media to explore topics of personal interest from the points of view of the new culture</p> | <p>35, ¡Oportunidades!; 103, ¡Oportunidades!; 145, C, Activities; 161, ¡Oportunidades!, Activities; 187, A, B; 235, A, B; 237, A, B, C; 256, act. 23</p> |
| | <p>5.2.A.c Participate in school-to-work projects such as an internship or outreach program that requires proficiency in the target language</p> | <p>13, Activities; 269, Notes; 286, Notes; 346, ¡Oportunidades!, Notes; 426, Notes; 429, ¡Oportunidades!; 431, act. 9; 440, Notes</p> |