

EMC Publishing’s Correlation of

jAventura! 1

To the Pennsylvania State Standards for Foreign Language – Stage 1

CULTURES

Concepts	Competencies	Page References
Products, artifacts, and perspectives Students know... Songs, dances, visual artwork from the target culture	Identify and talk about products, artifacts, well-known landmarks in the target culture	pp. 16, 93, 113, 137, 293
	Identify and create a project (e.g., poster, haiku) related to a cultural product	pp. 35, 129, 177, 406, 407
	Talk about well known holidays and celebrations	pp. 211, 220, 221
	Connect products to attitudes, behaviors, environment of a country	pp. 85, 129, 221, 265, 313
Products, artifacts, and perspectives Students know...Contemporary and traditional artifacts from daily life (e.g., toys, sports equipment, clothing)	Identify and talk about products, artifacts, well-known landmarks in the target culture	pp. 16, 93, 113, 137, 293
	Identify and create a project (e.g., poster, haiku) related to a cultural product	pp. 35, 129, 177, 406, 407
	Talk about well known holidays and celebrations	pp. 211, 220, 221
	Connect products to attitudes, behaviors, environment of a country	pp. 35, 129, 177, 406, 407
Products, artifacts, and perspectives Students know...Informational materials (e.g., menus, schedules, ads, graphics)	Identify and talk about products, artifacts, well-known landmarks in the target culture	pp. 16, 93, 113, 137, 293
	Identify and create a project (e.g., poster, haiku) related to a cultural product	pp. 128, 129, 17, 221, 264
	Talk about well known holidays and celebrations	pp. 211, 220, 221
	Connect products to attitudes, behaviors, environment of a country	pp. 57, 71, 107, 244

Social interactions, practices, and perspectives Students know...Customs and conventions associated with celebrations, holidays, everyday life	Greet and say good-by according to norms of politeness	pp. 5, 6, 7, 20, 21
	Use appropriate forms of address	pp. 22, 23
	Include appropriate gestures when interacting with people	pp. 5
	Greet and say good-by according to norms of politeness	pp. 2, 3, 4, 5, 6
Social interactions, practices, and perspectives Students know...Expressions of politeness and social amenities (e.g., greetings/leave-taking, apologies, thanks)	Use appropriate forms of address	pp. 21, 22, 23, 27
	Include appropriate gestures when interacting with people	pp. 5

COMMUNITIES

Concepts	Competencies	Page References
Places in the local community where the language is spoken and/or the culture maintained	Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting	pp. 4, 5, 6, 7, 13
	Express reactions to food, the arts, or entertainment from the world culture	pp. 118, 221, 279, 281, 286
Ways of communicating with native speakers through technology	Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting	pp. 85, 221, 265, 407, 427
	Express reactions to food, the arts, or entertainment from the world culture	pp. 159, 162, 163

CONNECTIONS

Concepts	Competencies	Page References
Persons, places, acts and events from other disciplines (e.g., weather, planets, heroes/villains, geography, history, arts)	Name objects, people, places, ideas from other subject areas in the world language	pp. 46, 106, 117, 310, 311
	Identify other monetary systems, convert currencies	pp. TE 89, 133, 181, 225, 269
	Reinforce learning from areas such as geography, history, art, science	pp. 43, 78, 129, 157, 185
Some sources from the target culture that show how that culture treats the subject matter (e.g., maps in US courses view the US at the center whereas maps from other countries turn the map so that they are in the center giving a different perspective on geographic features)	Name objects, people, places, ideas from other subject areas in the world language	pp. 137, 167, 177, 185, 203
	Identify other monetary systems, convert currencies	pp. TE 89, 129, 133, 181, 225
	Reinforce learning from areas such as geography, history, art, science	pp. 25, 57, 129, 157, 185

INTERPRETIVE COMMUNICATION

Concepts	Competencies	Page References
Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions)	Recognize meanings of words/phrases in context	pp. 58, 93, 107, 124, 216
	Identify or graph the main idea of an illustrated story or song	pp. 103, 157, 221, 358, 407
	Respond to simple directions and commands	pp. 183, 191, 227, 271, 319
Vocabulary from authentic materials when clearly labeled or shown in context	Recognize meanings of words/phrases in context	pp. 108, 172, 216, 260, 308
	Identify or graph the main idea of an illustrated story or song	pp. 103, 157, 221, 358, 407
	Respond to simple directions and commands	pp. 201, 228, 254, 271, 291

INTERPERSONAL COMMUNICATION

Concepts	Competencies	
Vocabulary about people, places, everyday objects in areas such as family, school, environment	Introduce self, family, friends	pp. 4, 5, 6, 7, 13
Vocabulary about people, places, everyday objects in areas such as family, school, environment	Greet and take leave	pp. 5, 6, 7, 20, 21
	Exchange likes and dislikes	pp. 159, 162, 163
	Name everyday objects	pp. 60, 61, 183, 226, 227
Greetings with appropriate gestures	Introduce self, family, friends	pp. 4, 55, 6, 7, 13
	Greet and take leave	pp. 4, 5, 6, 10, 13
	Exchange likes and dislikes	pp. 159, 162, 163
	Name everyday objects	pp. 22, 23, 27, 159, 162
Expressions of preferences, politeness, possessions	Introduce self, family, friends	pp. 4, 5, 6, 10, 13
	Greet and take leave	pp. 4, 5, 6, 10, 13
	Exchange likes and dislikes	pp. 159, 162, 163
	Name everyday objects	pp. 22, 23, 27, 159, 162

PRESENTATIONAL COMMUNICATION

Concepts	Competencies	
Purpose and audience for presentation	Make and display a poster, album or other visual item	pp. 35, 129, 151, 177, 407
	Sing a children's song or recite a poem	pp. 128, 151, 426
	Act out a memorized skit	pp. 15, 50, 123, 335, 353
Memorization strategies for songs, poems, skits	Make and display a poster, album or other visual item	pp. 35, 129, 151, 177, 407
	Sing a children's song or recite a poem	pp. 128, 426
	Act out a memorized skit	pp. 15, 50, 123, 335, 353

COMPARISONS

Concepts	Competencies	
Patterns of word relationships between two or more languages as well as false cognates	State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case	pp. 44, 67, 76, 114, 158

	Identify cognates, idioms, and different ways words express meaning in the two languages	pp. 37, 87, 131, 179, 223
	Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space	pp. 2, 3, 4, 5, 6
Meaning of products, practices, perspectives as applied to the target culture and their own	State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case	pp. 52, 55, 64, 158, 231
	Identify cognates, idioms, and different ways words express meaning in the two languages	pp. 37, 87, 131, 179, 223
	Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space	pp. 2, 3, 4, 5, 6