

EMC Publishing's Correlation of

¡Aventura! 3

To the Pennsylvania State Standards for Foreign Language – Stage 3

CULTURES

Concepts	Competencies	Page References
Products, artifacts, and perspectives Students know...Important landmarks and products related to cultural celebrations or daily life	Find and share information in authentic materials(internet, magazines, children's books) about cultural products	pp. 45, 95, 145, 189, 237
	Retell a folk tale, myth, or culturally significant story	
	Connect products to attitudes and practices of the culture	pp. 61, 73, 113, 133, 153
Products, artifacts, and perspectives Students know...Short literary works, tourist websites, young people's magazines	Find and share information in authentic materials(internet, magazines, children's books) about cultural products	pp. 95, 145, 189, 237, 283
	Retell a folk tale, myth, or culturally significant story	
	Connect products to attitudes and practices of the culture	pp. 95, 189, 237, 283, 331
Social interactions, practices, and perspectives Students know...Social relationships for peer age groups	Role play daily life situations as they would unfold in the target cultures	pp. 21, 108, 269, 317, 413
	Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students	pp. 45, 95, 145, 189, 373
	Simulate a cultural practice to demonstrate how it plays out and its significance	pp. 21, 108, 269, 317, 413
Social interactions, practices, and perspectives Students know...Transactions related to school, transportation, meals	Role play daily life situations as they would unfold in the target cultures	pp. 21, 108, 269, 317, 413
	Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students	pp. 45, 95, 145, 189, 373

	Simulate a cultural practice to demonstrate how it plays out and its significance	pp. 21, 108, 269, 317, 413
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COMMUNITIES

Concepts	Competencies	Page References
Interview questions to pose to a native speaker	Exchange information with a speaker from the community who visits the classroom or in his/her place of work	p. 112
	Give opinions and react to a performance or field trip where the world language is used	p. 55
Informational material before visiting a community venue or internet exchange where the language is spoken	Exchange information with a speaker from the community who visits the classroom or in his/her place of work	p. 112
	Give opinions and react to a performance or field trip where the world language is used	p. 55

CONNECTIONS

Concepts	Competencies	Page References
Authentic but highly visual materials that address subject matter from other courses (e.g., Earth Day materials in the target language, food pyramids)	Identify terms in the world language that describe concepts they have learned in other subjects (e.g., current and historical events, topographic maps, graphs and metric system, global ecology)	pp. 101, 127, 223, 253, 265

INTERPRETIVE COMMUNICATION

Concepts	Competencies	Page References
Descriptions of self and others, surroundings	Share personal information	pp. 16, 26, 34, 72, 102
	Converse on familiar topics such as school, pastimes, preferences	pp. 107, 222, 290, 312, 320
Strategies for getting help in understanding or expressing ideas	Share personal information	pp. 16, 26, 34, 72, 102
	Converse on familiar topics such as school, pastimes, preferences	pp. 117, 222, 290, 312, 320

INTERPERSONAL COMMUNICATION

Concepts	Competencies	Page References
Descriptions of self and others, surroundings	Share personal information	pp. 122, 152, 160, 180, 214
	Converse on familiar topics such as school, pastimes, preferences	pp. 4, 16, 26, 34, 60
Strategies for getting help in understanding or expressing ideas	Share personal information	pp. 122, 152, 160, 244, 252
	Converse on familiar topics such as school, pastimes, preferences	pp. 264, 290, 312, 320, 338

PRESENTATIONAL COMMUNICATION

Concepts	Competencies	Page References
Process-writing/speaking techniques (e.g., idea-gathering, drafting, revising, final copy)	Design and present a brochure on travel or a product	p. 282
	Describe and present a schedule of daily activities	p. 192-193
	Present a puppet show or skit	p. 57
	Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance)	p. 331
Models of presentations to adapt for personal meaning	Design and present a brochure on travel or a product	p. 282
	Describe and present a schedule of daily activities	
	Present a puppet show or skit	p. 57
	Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance)	p. 331

COMPARISONS

Concepts	Competencies	Page References
Words that carry different visual meaning in two or more languages (e.g. “bread” may be translated as “pain” or “pan” or “brot” but its image is of a different product in	Expand their vocabulary by working with borrowed words, foreign phrases and mottoes, prefixes and suffixes	pp. 47, 97, 147, 191, 239

each culture)		
	Connect the meaning of vocabulary with the cultural context of the world language (e.g., terms to describe family, foods, housing)	pp. 194, 195, 242, 288, 336
	Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own (e.g., celebrations, religious practices, arts, foods, work and leisure time)	pp. 73, 133, 161, 205, 291