

TENNESSEE STANDARDS FOR MODERN LANGUAGES

PERFORMANCE LEVEL	STANDARD	CITATIONS
CORNERSTONE: Communication (C1)		
Novice Low (NL) ML.C1.1.NL.a-c	Interpersonal Communication	
	Standard C1.1: <i>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</i>	
	Novice Low Learners use memorized words and some phrases to a) greet peers. b) state one's name. c) answer a few basic questions.	SB: p. 13, p. 15, pp. 16-17, pp. 18-19 SB: p. 14, p. 17, p. 21, p. 23, p. 27 SB: p. 31, p. 41, p. 43, p. 49, p. 53
Novice Mid (NM) ML.C1.1.NM.a-g	Novice Mid Learners use memorized words and phrases to a) greet and leave people in a polite way. b) introduce oneself and others. c) answer a variety of basic questions. d) make some basic statements in a conversation. e) ask some basic questions. f) communicate basic information about oneself and familiar people. g) communicate some basic information about everyday life.	SB: p. 13, p. 15, pp. 16-17, p. 19, p. 81 SB: p. 17, p. 21, p. 23, p. 35, p. 37 SB: p. 31, p. 41, p. 43, p. 49, p. 53 SB: p. 57, p. 65, p. 76, p. 83, p. 91 SB: p. 31, p. 91, p. 99, p. 107, p. 159 SB: p. 29, p. 34, p. 47, p. 55, p. 157 SB: p. 49, pp. 102-103, p. 107, p. 169
Novice Low (NL) ML.C1.2.NL.a-b	Interpretive Communication- Listening	
	Standard C1.2: <i>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</i>	
	Novice Low Learners recognize memorized words and some phrases to a) identify the sound of a letter or character. b) determine isolated words, particularly when accompanied by gestures or pictures.	SB: p. 24, p. 58, p. 92, p. 126, p. 194 SB: p. 31, p. 39, p. 52, p. 57, p. 243

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<p>Novice Mid (NM) ML.C1.2.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to a) identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). b) isolated words and phrases that they have learned for specific purposes.</p>	<p>SB: pp. 14-15, pp. 16-17, pp. 18-19, p. 27 SB: pp. 16-17, pp. 18-19, p. 153, p. 177</p>
<p>Novice Low (NL) ML.C1.3.NL.a-b</p>	<p>Interpretive Communication- Reading</p>	
	<p>Standard C1.3: <i>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</i></p>	
	<p>Novice Low Learners recognize memorized words and some phrases to a) identify a few letters or characters. b) connect some words, phrases, or characters to their meaning.</p>	<p>SB: p. 25, p. 59, p. 92, p. 127, p. 194 SB: p. 120, p. 125, p. 177, p. 201</p>
<p>Novice Mid (NM) ML.C1.3.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to a) identify words, phrases, and characters with support of visuals. b) distinguish words, phrases, and characters associated with familiar topics.</p>	<p>SB: p. 120, p. 125, p. 177, p. 201 SB: pp. 118-119, p. 151, p. 153, p. 165</p>
<p>Novice Low (NL) ML.C1.4.NL.a-c</p>	<p>Presentational- Speaking</p>	
	<p>Standard C1.4: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i></p>	
	<p>Novice Low Learners use memorized words and some phrases to a) present limited personal information. b) state the names of familiar people, places, and objects with visual support. c) recite short songs and simple rhymes or chants.</p>	<p>SB: p. 47, p. 49, p. 55, p. 57, p. 107 SB: p. 29, p. 35, p. 63, p. 65, p. 71 TE: p. 21, p. 54, p. 89, p. 139, p. 172</p>
<p>Novice Mid (NM) ML.C1.4.NM.a-e</p>	<p>Novice Mid Learners use memorized words and phrases to a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes.</p>	<p>SB: p. 39, p. 43, p. 69, pp. 76-77 SB: pp. 40-41, p. 52, p. 219, p. 223 SB: p. 55, p. 57, p. 129, p. 167, p. 176</p>

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	d) describe daily activities. e) present simple information about familiar topics.	SB: p. 86, pp. 102-103, p. 107, p. 111 SB: p. 47, p. 49, p. 55, p. 57, p. 107
Novice Low (NL) ML.C1.5.NL.a-b	Presentational- Writing	
	Standard C1.5: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
	Novice Low Learners use memorized words and some phrases to a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in pictures and posters.	SB: p. 25, p. 31, p. 40, p. 144, p. 167 TE: p. 29, p. 52, p. 73, p. 118, p. 193
Novice Mid (NM) ML.C1.5.NM.a-c	Novice Mid Learners use memorized words and phrases to a) fill out a simple form with some basic personal information. b) write about oneself. c) make lists that aid in day-to-day life.	N/A TE: p. 27, p. 86, p. 102, p. 202, p. 276 TE: p. 86, p. 102, p. 107, p. 251
CORNERSTONE: Culture (C2)		
Novice Range (NR) ML.C2.1.NR.a-e	Relating Cultural Practices to Perspectives	
	Standard C2.1: <i>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</i>	
	Novice Range Learners in elementary and middle school a) use appropriate gestures and oral expressions in social interactions. b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). d) list practices and ask simple questions after viewing media about everyday life. e) identify characteristics of culturally specific events.	TE: p. 13, p. 15, p. 17, p. 51, p. 149 SB: p. 154, p. 251, p. 259; TE: p. 47 TE: p. 15, p. 91, p. 102, p. 104, p. 166 TE: pp. 106-107 SB: pp. 252-253, p. 268, p. 270; TE: p. 38, p. 190
Novice Range (NR)	Relating Cultural Products to Perspectives	

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ML.C2.2.NR.a-b	Standard C2.2: <i>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</i>	
	Novice Range Learners in elementary and middle school a) identify tangible and intangible products of the target culture and their purpose. b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.	SB: p. 14, p. 22, p. 56, p. 188, p. 256 TE: p. 42, p. 150, p. 272
CORNERSTONE: Connections (C3)		
Novice Range (NR) ML.C3.1.NR.a-d	Making Connections	
	Standard C3.1: <i>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</i>	
	Novice Range Learners in elementary and middle school a) identify the target countries on a map. b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations). c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends). d) use technology and resources introduced in other content areas to explore authentic resources in the target language.	SB: p. 26; TE: p. 10, p. 112, p. 146 SB: p. 60, p. 92, p. 100, p. 119, p. 264 N/A TE: p. 194, p. 219
Novice Range (NR) ML.C3.2.NR.a	Acquiring Information and Diverse Perspectives	
	Standard C3.2: <i>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i>	
	Novice Range Learners in elementary and middle school a) identify the content areas and expand on vocabulary for each.	SB: p. 60, p. 74, p. 203; TE: p. 97, p. 125

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CORNERSTONE: Comparisons (C4)		
Novice Range (NR) ML.C4.1.NR.a-d	Language Comparisons	
	Standard C4.1: <i>Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.</i>	
	Novice Range Learners in elementary and middle school a) recognize and use words that are similar in the target language and their one’s own language, and predict the reasons for borrowing such words. b) identify idioms and their functions in one’s own language and target language. c) compare formal and informal speech in one’s own and target language. d) compare and contrast the sounds and writing systems of one’s own language with the target language.	SB: p. 238; TE: p. 20, p. 28, p. 37, p. 54, p. 136 N/A SB: p. 18, p. 49; TE: p. 17, p. 173 TE: p. 24, p. 68, p. 92, p. 126, p. 238
Novice Range (NR) ML.C4.2.NR.a-c	Cultural Comparisons	
	Standard C4.2: <i>Investigate, explain, and reflect on the concept of culture through comparisons of the target language and one’s own.</i>	
	Novice Range Learners in elementary and middle school a) contrast tangible and intangible products of the target culture to one’s own. b) compare simple patterns of behavior or interactions in various cultural settings (e.g., transportation to school, eating habits). c) compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture.	TE: p. 28, p. 46, p. 70, p. 94, p. 272 SB: p. 272; TE: p. 28, p. 31, p. 80, p. 88 TE: p. 13, p. 15, p. 17, p. 81
CORNERSTONE: Communities (C5)		
Novice Range (NR) ML.C5.1.NR.a-c	School and Global Communities	
	Standard C5.1: <i>Use language to interact both within and beyond the classroom.</i>	
	Novice Range Learners in elementary and middle school	

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	<p>a) identify places in the community where the target language is spoken.</p> <p>b) research opportunities for participation in school, community, or language competitions.</p> <p>c) access speakers of the language either in person or using technology.</p>	<p>SB: pp. 72-73; TE: p. 71, p. 130</p> <p>TE: p. 41, p. 88, p. 154</p> <p>SB: p. 49, p. 91; TE: p. 39, p. 42, p. 276</p>
<p>Novice Range (NR) ML.C5.2.NR.a-c</p>	<p>Lifelong Learning</p>	
	<p>Standard C5.2: <i>Use the target language for enrichment and advancement.</i></p>	
	<p>Novice Range Learners in elementary and middle school</p> <p>a) interpret materials and/or media from the target language and culture.</p> <p>b) exchange information about topics of personal interest</p> <p>c) identify music or songs in the target language.</p>	<p>TE: p. 132, p. 136, p. 174, p. 184, p. 192</p> <p>SB: p. 49, p. 85, p. 91, p. 94, p. 135</p> <p>TE: p. 21, p. 54, p. 123, p. 157, p. 172</p>