

TENNESSEE STANDARDS FOR MODERN LANGUAGES

PERFORMANCE LEVEL	STANDARD	CITATIONS
<b>CORNERSTONE: Communication (C1)</b>		
	Interpersonal Communication	
	<b>Standard C1.1:</b> <i>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</i>	
<b>Novice High (NH) ML.C1.1.NH.a-e</b>	<b>Novice High Learners begin to use simple sentences to</b> a) exchange some personal information. b) exchange information based on texts, graphs, or pictures. c) ask for and give simple directions. d) make plans with others. e) interact with others in everyday situations.	SB: pp. 51, 53, 67, 99, 165, 275 SB: pp. 49, 61, 100, 115, 163, 187 SB: pp. 11, 296, 299, 322, 401, 402 SB: pp. 215, 242, 329, 330, 349 SB: pp. 176, 254-255, 281, 309, 322, 430
	Interpretive Communication- Listening	
	<b>Standard C1.2:</b> <i>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</i>	
<b>Novice High (NH) ML.C1.2.NH.a-d</b>	<b>Novice High Learners begin to recognize simple sentences to</b> a) comprehend basic questions or statements on familiar topics. b) understand simple information when presented with pictures, graphs, and other visual supports. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud.	SB: pp. 62, 65, 97, 103, 155, 165 SB: pp. 37, 52, 100, 119, 125, 153  SB: pp. 34, 115, 124, 125, 171, 229 SB: pp. 59, 72, 123, 158, 176, 376
	Interpretive Communication- Reading	
	<b>Standard C1.3:</b> <i>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</i>	
<b>Novice High (NH) ML.C1.3.NH.a-c</b>	<b>Novice High Learners begin to recognize simple sentences to</b> a) understand short, simple texts on familiar topics. b) understand the main idea of short published material (e.g., schedules,	SB: pp. 44, 51, 62, 129, 130, 240 SB: pp. 95, 217, 222, 243, 322, 448

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	brochures, birthday cards, public notices, signs). c) comprehend simple descriptions with visual support.	SB: pp. 155, 159, 173, 243, 351, 459
	Presentational- Speaking	
	<b>Standard C1.4:</b> <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
<b>Novice High (NH) ML.C1.4.NH.a-c</b>	<b>Novice High Learners begin to use simple sentences to</b> a) describe a familiar event, experience, or topic. b) present basic information about a familiar person, place, or thing. c) give basic instructions.	SB: pp. 17, 115, 119, 143, 233, 239 SB: pp. 51, 53, 85, 101, 131, 176 SB: pp. 11, 285, 330, 399, 400
	Presentational- Writing	
	<b>Standard C1.5:</b> <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
<b>Novice High (NH) ML.C1.5.NH.a-c</b>	<b>Novice High Learners begin to use simple sentences to</b> a) describe daily life in a letter, email, blog, or discussion board. b) describe a familiar experience or event using practiced material. c) ask for basic information.	SB: pp. 51, 121, 155, 222, 268, 331 SB: pp. 17, 115, 117, 126, 127, 158 SB: pp. 62, 133, 221, 276, 290, 335
<b>CORNERSTONE: Culture (C2)</b>		
	Relating Cultural Practices to Perspectives	
	<b>Standard C2.1:</b> <i>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</i>	
<b>Novice Range (NR) ML.C2.1.NR.a-e</b>	<b>Novice Range Learners in elementary and middle school</b> 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	SB: pp. 6, 34, 90, 101, 204, 314, 422 SB: pp. 21, 55, 193, 335  SB: pp. 73, 85, 117, 193, 267, 351  SB: pp. 193, 221, 297, 333, 337

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	<p>life. e) identify characteristics of culturally specific events.</p>	SB: pp. 77, 307, 333, 441
	<p><b>In addition to the above, Novice Range Learners in high school</b> f) simulate age-appropriate practices from the target culture. g) identify cultural practices from authentic materials (e.g., videos or news articles).</p>	<p>SB: pp. 161, 176, 254-255, 322, 430 SB: pp. 193, 229, 297</p>
	<p>Relating Cultural Products to Perspectives</p>	
	<p><b>Standard C2.2:</b> <i>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</i></p>	
<p><b>Novice Range (NR)</b> <b>ML.C2.2.NR.a-b</b></p>	<p><b>Novice Range Learners in elementary and middle school</b> 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.</p>	<p>SB: pp. 75, 77, 192, 213, 267, 445 SB: pp. 73, 267, 293, 303, 351, 445</p>
	<p><b>In addition to the above, Novice Range Learners in high school</b> c) identify the author and country of origin of short poems, stories, and plays from the target culture. d) provide simple reasons for the role and importance of products from the target culture.</p>	<p>SB: pp. 135, 411, 463, 465 SB: pp. 55, 83, 93, 239, 463, 469</p>
<p><b>CORNERSTONE: Connections (C3)</b></p>		
	<p>Making Connections</p>	
	<p><b>Standard C3.1:</b> <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></p>	

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<p><b>Novice Range (NR)</b> <b>ML.C3.1.NR.a-d</b></p>	<p><b>Novice Range Learners in elementary and middle school</b></p> <p>a) identify the target countries on a map.</p> <p>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).</p> <p>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).</p> <p>d) use technology and resources introduced in other content areas to explore authentic resources in the target language.</p>	<p>SB: pp. 19, 22, 76, 134, 190, 246 SB: pp. 47, 73, 109, 115, 157, 211</p> <p>SB: pp. 410-411; TE: pp. 65, 151, 365, 462 SB: pp. 95, 211, 285, 291</p>
	<p><b>In addition to the above, Novice Range Learners in high school</b></p> <p>e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one’s own in order to compare time, distance, and size.</p> <p>f) discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.</p> <p>g) observe climate around the world, giving reasons for weather patterns based on location and time of year.</p> <p>h) compare typical food items from the target countries and one’s own.</p> <p>i) explore people from the past and present who have had an influence locally and/or globally.</p>	<p>SB: pp. 95, 393, 448</p> <p>SB: pp. 181, 183, 443; TE: pp. 149, 443</p> <p>SB: pp. 97, 435, 470; TE: pp. 76, 389</p> <p>SB: pp. 117, 217, 225, 227, 235, 242 SB: pp. 47, 49, 135, 321, 362-363, 463</p>
	<p>Acquiring Information and Diverse Perspectives</p> <p><b>Standard C3.2:</b> <i>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i></p>	
<p><b>Novice Range (NR)</b> <b>ML.C3.2.NR.a</b></p>	<p><b>Novice Range Learners in elementary and middle school</b></p> <p>a) identify the content areas and expand on vocabulary for each.</p> <p><b>In addition to the above, Novice Range Learners in high school</b></p> <p>b) interpret information from infographics.</p>	<p>SB: pp. 16, 47, 95, 109, 115, 173</p> <p>SB: pp. 20, 22-23, 211, 308</p>

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	<p>c) use media from the target culture to increase knowledge of topics from other content areas.</p> <p>d) identify the main idea of current events reported in news from the target culture.</p>	<p>SB: pp. 95, 135, 291, 347, 416, 438</p> <p>SB: pp. 77, 135, 470; TE: pp. 277, 391</p>
<b>CORNERSTONE: Comparisons (C4)</b>		
	Language Comparisons	
	<b>Standard C4.1:</b> <i>Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.</i>	
<b>Novice Range (NR)</b> <b>ML.C4.1.NR.a-d</b>	<b>Novice Range Learners in elementary and middle school</b>	
	<p>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.</p> <p>b) identify idioms and their functions in one's own language and target language.</p> <p>c) compare formal and informal speech in one's own and target language.</p> <p>d) compare and contrast the sounds and writing systems of one's own language with the target language.</p>	<p>SB: pp. 14, 25, 64, 78, 327</p> <p>SB: pp. 5, 68, 126, 164, 175</p> <p>SB: pp. 6, 40, 41, 175</p> <p>SB: pp. 12, 26, 106, 108, 266, 284</p>
	<b>In addition to the above, Novice Range Learners in high school</b>	
	<p>e) identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).</p> <p>f) compare word order between one's own and the target language.</p>	<p>SB: pp. 42, 96, 98, 116, 210, 220</p> <p>SB: pp. 50, 220; TE: pp. 52, 65, 126</p>
	Cultural Comparisons	
	<b>Standard C4.2:</b> <i>Investigate, explain, and reflect on the concept of culture through comparisons of the target language and one's own.</i>	

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<b>Novice Range (NR)</b> <b>ML.C4.2.NR.a-c</b>	<b>Novice Range Learners in elementary and middle school</b> 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.	SB: pp. 47, 103, 117, 171, 227, 379  SB: pp. 14, 73, 229, 231, 271, 297  SB: pp. 5, 6, 34, 73
	<b>In addition to the above, Novice Range Learners in high school</b> d) compare games, stories, songs, and rhymes from the target culture and one’s own. e) contrast daily life, celebrations, and communities from the target culture and one’s own.	SB: pp. 171, 191, 444  SB: pp. 51, 55, 57, 271, 297
<b>CORNERSTONE: Communities (C5)</b>		
	School and Global Communities	
	<b>Standard C5.1:</b> <i>Use language to interact both within and beyond the classroom.</i>	
<b>Novice Range (NR)</b> <b>ML.C5.1.NR.a-c</b>	<b>Novice Range Learners in elementary and middle school</b> a) identify places in the community where the target language is spoken. b) research opportunities for participation in school, community, or language competitions. c) access speakers of the language either in person or using technology.	SB: pp. 20-21, 27 SB: pp. 20-21, 27; TE: pp. 3, 247  SB: pp. 416-417; TE: pp. 405, 443, 447, 455
	<b>In addition to the above, Novice Range Learners in high school</b> d) explore professions that require proficiency in another language.	SB: pp. 319, 322, 354
	Lifelong Learning	
	<b>Standard C5.2:</b> <i>Use the target language for enrichment and advancement.</i>	
<b>Novice Range (NR)</b> <b>ML.C5.2.NR.a-c</b>	<b>Novice Range Learners in elementary and middle school</b> a) interpret materials and/or media from the target language and culture.	SB: pp. 27, 465; TE: pp. 27, 305, 335, 444

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	b) exchange information about topics of personal interest.	SB: pp. 191, 362-363, 470-471; TE: p. 318
	c) identify music or songs in the target language.	SB: pp. 67, 135, 337, 409
	<b>In addition to the above, Novice Range Learners in high school</b>	
	d) set learning goals for language acquisition.	SB: pp. 85, 143, 199, 255, 309, 363

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