

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>Intermediate Mid (IM) ML.C1.1.IM.a-e</b>	<b>Intermediate Mid Learners create and begin to connect sentences to</b> a) start, maintain, and end a conversation on a variety of familiar topics. b) discuss daily activities and personal preferences. c) handle tasks related to personal needs. d) exchange information about subjects of special interest. e) indicate various time frames with occasional success.	SB: pp. 19, 28, 49, 91, 112, 141 SB: pp. 3, 23, 41, 54, 135, 137 SB: pp. 79, 99, 157, 165, 217 SB: pp. 11, 25, 33, 79, 101, 143 SB: pp. 5, 9, 39, 81, 95, 145
	Interpretive Communication- Listening	
	<b>Standard C1.2:</b> <i>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</i>	
<b>Intermediate Mid (IM) ML.C1.2.IM.a-b</b>	<b>Intermediate Mid Learners begin to recognize connected sentences to</b> a) determine some details of texts and interactions related to everyday life. b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.	SB: pp. 9, 23, 35, 75, 135, 165 SB: pp. 29, 45, 52, 112, 149, 170
	Interpretive Communication- Reading	
	<b>Standard C1.3:</b> <i>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</i>	
<b>Intermediate Mid (IM) ML.C1.3.IM.a-b</b>	<b>Intermediate Mid Learners begin to recognize connected sentences to</b> a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). b) understand simple written exchanges between other people.	SB: pp. 7, 28, 31, 40, 86, 117, 165 SB: pp. 11, 26, 72, 198, 242, 254
	Presentational- Speaking	

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	<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>Intermediate Mid (IM) ML.C1.4.IM.a-d</b>	<b>Intermediate Mid Learners create and begin to connect sentences to</b> a) discuss one’s personal and social experiences. b) present information about something learned or researched. c) express a viewpoint about common interests and issues. d) indicate various time frames with occasional success.	SB: pp. 21, 110, 181, 237, 281, 319 SB: pp. 54, 171, 227, 269, 283, 287 SB: pp. 41, 52, 86, 143, 157, 168 SB: pp. 25, 109, 159, 169, 237, 244
	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>Intermediate Mid (IM) ML.C1.5.IM.a-d</b>	<b>Intermediate Mid Learners create and begin to connect sentences to</b> a) write messages, announcements, and invitations. b) compose a simple paragraph about a learned or researched topic. c) create communications for an authentic audience. d) indicate various time frames with occasional success.	SB: pp. 37, 41, 47, 55, 59, 95, 123 SB: pp. 27, 43, 109, 110, 135, 144 SB: pp. 7, 49, 55, 99, 117, 145 SB: pp. 5, 25, 46, 53, 112, 141
<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>Intermediate Range (IR) ML.C2.1.IR.a-d</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. b) identify and begin to use both formal and informal methods to interact with peers and adults. c) observe or identify a variety of authentic or simulated age- appropriate cultural activities (e.g., games, sports, or entertainment). d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.	SB: pp. 19, 27, 43, 103, 144, 193 SB: pp. 58-59, 75, 168, 182-183 SB: pp. 27, 55, 77, 191, 195, 273 SB: pp. 103, 271, 305, 309, 325

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	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <p>e) identify and analyze cultural practices using authentic materials.</p> <p>f) simulate culturally appropriate community interactions.</p> <p>g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</p> <p>h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</p>	<p>SB: pp. 31, 38-39, 43, 86, 125, 144</p> <p>SB: pp. 57, 95, 157, 168, 182, 325</p> <p>SB: pp. 57, 75, 212, 217, 244, 340</p> <p>SB: pp. 57, 162, 182-183, 239, 257, 271</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>Intermediate Range Learners in elementary and middle school</b></p> <p>a) identify and investigate the function of products of the target culture.</p> <p>b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.</p>	<p>SB: pp. 139, 172-173, 303, 309</p> <p>SB: pp. 23, 43, 79, 191, 193, 325</p>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <p>c) identify and analyze cultural products found in literature, news stories, and films from the target culture.</p>	<p>SB: pp. 31, 43, 52, 200, 203, 231</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>	
<p><b>Intermediate Range (IR)</b> <b>ML.C3.1.IR.a</b></p>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <p>a) identify and locate the target countries and their geographic features on a map.</p>	<p>SB: p. 284; TE: pp. 42, 129, 173, 228</p>

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	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <p>b) relate topics from other content areas to the target culture.</p> <p>c) explain and sequence the significant events that shaped the identity of the target countries.</p> <p>d) compare attitudes and reactions regarding current events of global importance.</p> <p>e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.</p>	<p>SB: pp. 89, 96-97, 122-123, 318, 321</p> <p>SB: pp. 246-247, 248, 251, 266-267</p> <p>SB: pp. 114-115, 147, 154-155, 156</p> <p>SB: pp. 47, 191, 193, 195, 215, 313, 319</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>Intermediate Range (IR)</b> <b>ML.C3.2.IR.a</b></p>	<p><b>Intermediate Range Learners in elementary and middle school</b></p> <p>a) use age-appropriate authentic sources to prepare presentations on familiar topics.</p>	<p>SB: pp. 27, 55, 85, 97, 113, 171, 199</p>
	<p><b>In addition to the above, Intermediate Range Learners in high school</b></p> <p>b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.</p> <p>c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.</p> <p>d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).</p> <p>e) compare the perspective of local advertisements with advertisements of the target culture.</p>	<p>TE: pp. 31, 273, 295, 307, 314</p> <p>SB: pp. 41, 113, 248, 313, 341, 343</p> <p>SB: pp. 83, 85, 191, 319, 342-343</p> <p>TE: pp. 122, 153, 165, 236</p>
<p><b>CORNERSTONE: Comparisons (C4)</b></p>		
	<p>Language Comparisons</p> <p><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></p>	
<p><b>Intermediate Range (IR)</b></p>	<p><b>Intermediate Range Learners in elementary and middle school</b></p>	

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<b>ML.C4.1.IR.a-c</b>	a) identify expressions that communicate respect and status in one’s own and the target language. b) determine words in one’s own and target language that have no direct translation. c) recognize on how different time frames are expressed in the target language and one’s own.	SB: pp. 21, 57, 207, 218; TE: pp. 21  SB: pp. 21, 24, 34, 80, 207, 264  SB: pp. 22, 46, 63, 152, 164, 208
	<b>In addition to the above, Intermediate Range Learners in high school</b> d) predict language origins based on awareness of cognates and linguistic similarities. e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.	SB: pp. 79; TE: pp. 21, 86, 299  SB: pp. 56-57, 207, 251; TE: pp. 56, 121
	<b>Cultural Comparisons</b>	
	<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>	
<b>Intermediate Range (IR)</b> <b>ML.C4.2.IR.a-c</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) discuss products’ origins and importance by comparing products in the one’s own and the target culture. b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture. c) compare and contrast the role and importance of family in one’s own and the target culture.	SB: pp. 19, 77, 79, 83, 203, 215  SB: pp. 19, 28, 37, 85, 103, 215  SB: pp. 3, 28, 58-59, 105, 111, 163
	<b>In addition to the above, Intermediate Range Learners in high school</b> d) juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture. e) compare and contrast career choices and preparation in one’s own and the target culture. f) explore entertainment and leisure options in one’s own and the target	SB: pp. 134, 135, 137, 143, 144, 170  SB: pp. 39, 161, 163, 165, 168, 169  SB: pp. 52, 191, 193, 215, 226, 259

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	culture.	
<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>Intermediate Range (IR)</b> <b>ML.C5.1.IR.a</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).	TE: pp. 101, 183, 239, 269, 295
	<b>In addition to the above, Intermediate Range Learners in high school</b> b) research the use of the target language in various fields of work in today's world. c) explore real-world opportunities to connect with the target language community.	SB: pp. 168, 171; TE: p. 114, 133, 177  SB: pp. 64-65, 284-285; TE: p. 29, 45, 295
	Lifelong Learning	
	<b>Standard C5.2:</b> <i>Use the target language for enrichment and advancement.</i>	
<b>Intermediate Range (IR)</b> <b>ML.C5.2.IR.a</b>	<b>Intermediate Range Learners in elementary and middle school</b> a) consult various sources in the target language to obtain information on topics of personal interest.	SB: pp. 49, 98, 171, 215, 217, 231
	<b>In addition to the above, Intermediate Range Learners in high school</b> b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.	SB: pp. 65, 123, 181; TE: p. 9, 127, 298