



Correlation of

Español Santillana

Spanish as a World Language
Textbook Program

High School Level 4

to

ACTFL World-Readiness
Standards
for Learning Languages

Español Santillana Level 4 Correlated to National Standards

Standard	Definition	Student Edition Pages	Teacher's Edition Pages
Communication	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes		
Interpersonal Communication (Identified in TE as 1.1)	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	5, 81, 132, 195, 238, 261, 307, 313	32, 83, 145, 205, 225, 243, 263
Interpretive Communication (Identified in TE as 1.2)	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	7, 67, 112, 210, 248, 256, 314	38, 67, 125, 200, 256, 295, 337
Presentational Communication (Identified in TE as 1.3)	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	11, 65, 143, 213, 223, 257, 294	5, 97, 117, 193, 211, 237, 287
Cultures	Interact with cultural competence and understanding		
Relating Cultural Practices to Perspectives (Identified in TE as 2.1)	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	31, 101, 144, 193, 268, 305, 329	37, 79, 161, 179, 233, 273, 309
Relating Cultural Products to Perspectives (Identified in TE as 2.2)	Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	23, 83, 139, 191, 254, 317, 335	51, 114, 139, 159, 222, 259, 285
Connections	Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations		
Making Connections (Identified in TE as 3.1)	Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	33, 96, 136, 173, 245, 307, 329	27, 89, 122, 149, 205, 247, 305

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Acquiring Information and Diverse Perspectives (Identified in TE as 3.2)	Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	27, 79, 156, 199, 222, 278, 311	31, 109, 153, 223, 271, 307, 325
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence		
Language Comparisons (Identified in TE as 4.1)	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	46, 106, 150, 207, 251, 310, 320	24, 74, 162, 176, 196, 264, 308
Cultural Comparisons (Identified in TE as 4.2)	Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	37, 77, 115, 203, 271, 309, 353	30, 72, 101, 135, 228, 277, 281
Communities	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world		
School and Global Communities (Identified in TE as 5.1)	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	55, 64, 97, 171, 236, 269, 293	29, 91, 143, 170, 191, 264, 179
Lifelong Learning (Identified in TE as 5.2)	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	49, 109, 163, 174, 292, 315, 339	9, 95, 126, 199, 221, 227, 269