VISTA
HIGHER LEARNING

SENDEROS 3 Correlation to the California World Language Standards K-12
Novice-Intermediate Level

The Communication Standards
Communication Standard 1: Interpretive Communication **Goal**: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information

WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.	**Lesson 1, p. 29 Act. #3** **Lesson 2, p. 56 Act. #1, 2 & 3** **Lesson 3, p. 88 Act. #1, 2 & 3** **Lesson 4, p. 123 Adivinanza** **Lesson 5, p. 158 Act. #1, 2 & 3** **Lesson 6, p. 192 Act. #1, 2 & 3**
WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.	**Lesson 1, p. 22 Act. #1, 2 & 3** **Lesson 1, p. 47 Conexión Internet** **Lesson 2, p. 79 Conexión Internet** **Lesson 3, p. 110 Escoger, Preguntas & Superhéroes** **Lesson 4, p. 139 Monólogo** **Lesson 5, p. 181 Conexión Internet** **Lesson 6, p. 213 Conexión Internet**

Communication Standard 2: Interpersonal Communication **Goal**: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.	**Lesson 1, p. 29 Act. #4** **Lesson 2, p. 56 Act. #4** **Lesson 3, p. 94 Act. #3** **Lesson 4, p. 129 Act. #5 & 6** **Lesson 5, p. 168 Act. #6** **Lesson 6, p. 199 Act. #5**
WL.CM2.I Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.	**Lesson 1, p. 22 Act. #4** **Lesson 1, p. 44 Aplicación** **Lesson 3, p. 98 Act. #5** **Lesson 4, p. 144 Aplicación** **Lesson 5, p. 165 Act. #6** **Lesson 6, p. 199 Act. #7**
Communication Standard 3: Presentational Communication **Goal**: Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.	
WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.	**Lesson 1, p. 41-42 Escribir & Escribir una carta o un artículo** **Lesson 2, p. 59 Act. #3** **Lesson 2, p. 74 Escribir un mensaje electrónico** **Lesson 3, p. 106 Escribir un plan personal de bienestar** **Lesson 4, p. 119 Act. #9** **Lesson 5, p. 176 ¿A quién te gustaría conocer?** **Lesson 5, p. 208 Escribir una composición**
WL.CM3.I	**Lesson 1, p. 25 Act. #3**

Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.	**Lesson 1, p. 33 Act. #4 & 6** **Lesson 2, p. 76 Aplicación** **Lesson 3, p. 85 Act. #9** **Lesson 5, p. 155 Act. #10** **Lesson 5, p. 178 Aplicación** **Lesson 6, p. 209 Ahora tú**
Communication Standard 4: Settings for Communication **Goals:** Students use language in highly predictable common daily settings. Students recognize language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.	
WL.CM4.N Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable com mon daily settings within target-language communities in the United States and around the world.	**Lesson 2, p. 52 Act. #5 & 6** **Lesson 2, p. 66 Act. #4 & 5** **Lesson 3, p. 95 Act. #6** **Lesson 4, p. 134 Act. #4 & 6** **Lesson 5, p. 171 Act. #5** **Lesson 6, p. 189 #10**
WL.CM4.I Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United	**Lesson 1, p. 19 Act. #9** **Lesson 2, p. 53 Act. #9** **Lesson 3, p. 85 Act. #10** **Lesson 3, p. 101 Act. #6** **Lesson 4, p. 119 Act. #10** **Lesson 5, p. 158 Act. #4**

States and around the world.	
Communication Standard 5: Receptive Structure in Service of Communication **Goals:** Students use the following structures to communicate: sounds and writing systems. Students use the following language text types to communicate: learned words and phrases.	
WL.CM5.N Demonstrate understanding of words, phrases (signs and fngerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).	**Lesson 1, p. 32 Act. #1 & 2** **Lesson 2, p. 62 Act. #1 & 2** **Lesson 3, p. 94 Act. #1 & 2** **Lesson 4, p. 118 Act. #7** **Lesson 5, p. 164 Act. #1, 2 & 3** **Lesson 6, p. 199 Act. #6**
WL.CM5.I Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).	**Lesson 1, p. 18 Act. #6** **Lesson 1, p. 37 Act. #7** **Lesson 3, p. 85 Act. #8** **Lesson 4, p. 129 Act. #7** **Lesson 5, p. 165 Act. #5 & 7** **Lesson 6, p. 198 Act. #3**
Communication Standard 6: Productive Structure in Service of Communication **Goals:** Students use the following structures to communicate: sounds and writing systems. Students use the following language text types to communicate: learned words, and phrases.	
WL.CM6.N Communicate about very familiar common daily topics using words and phrases (signs and fnger spelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology	**Lesson 1, p. 28 Act. #1 & 2** **Lesson 2, p. 65 Act. #1 & 2** **Lesson 3, p. 95 Act. #5** **Lesson 4, p. 122 Act. #4** **Lesson 5, p. 167 Act. #1, 2 & 3** **Lesson 6, p. 189 #9**

and/or syntax).	
WL.CM6.I Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax).	**Lesson 1, p. 17 Act. #3, 4 & 5** **Lesson 1, p. 45 Preparación** **Lesson 2, p. 73 Coméntalo** **Lesson 3, p. 97 Act. #1, 2 & 3** **Lesson 4, p. 131 Act. #3** **Lesson 5, p. 177 Ahora tú**

Communication Standard 7: Language Comparisons in Service of Communication
Goal: To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

WL.CM7.N Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.	**Lesson 1, p. 39 Act. #5** **Lesson 2, p. 57 Práctica** **Lesson 6, p. 193 Dibujo** **Lesson 6, p. 205 Act. #4** **Online: News and Cultural Updates: May: Science and Technology: *España desde el espacio:* Cognados.**
WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.	**Lesson 1, p. 43 Escoger** **Lesson 2, p. 71 Act. #5** **Lesson 3, p. 107 Ahora escucha** **Lesson 6, p. 206 Examinar el texto** **Online: News and Cultural Updates: March: Families and Communities: *El español en los Estados Unidos:* Cognados.**

The Culture Standards

Cultures Standard 1: Culturally Appropriate Interaction

Goal: Students interact with cultural competence and understanding.	
WL.CL1.N Use age-appropriate gestures and expressions in very familiar, common daily settings.	**Lesson 1, p. 33 Act. #5** **Lesson 2, p. 53 Act. #8** **Lesson 2, p. 69 Act. #7** **Lesson 4, p. 131 Act. #4** **Lesson 5, p. 171 Act. #7** **Lesson 6, p. 192 Act. #4**
WL.CL1.I Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.	**Lesson 1, p. 43 Ahora escucha & Ahora tú** **Lesson 2, p. 63 Act. #5 & 6** **Lesson 3, p. 91 Act. #3** **Lesson 5, p. 178 Conversación** **Lesson 6, p. 207 Una entrevista**
Cultures Standard 2: Cultural Products, Practices, and Perspectives **Goal**: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.	
WL.CL2.N Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.	**Lesson 1, p. 25 Act. #2** **Lesson 2, p. 77 Seleccionar** **Lesson 4, p. 124 Act. #2** **Lesson 4, p. 147 ¿Qué aprendiste?** **Lesson 5, p. 178 Comprensión** **Lesson 6, p. 195 Act. #2**
WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in	**Lesson 1, p. 44-45 Comprensión & ¿Cierto o falso?** **Lesson 3, p. 90 Act. #1** **Lesson 4, p. 138-139 Comprensión & Interpretación** **Lesson 5, p. 160 Act. #1** **Lesson 5, p. 181 ¿Qué aprendiste?** **Lesson 6, p. 206 Ordenar & ¿Realidad o fantasía?**

transactional situations and some informal settings.	
Cultures Standard 3: Cultural Comparisons	
Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.	
WL.CL3.N Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	**Lesson 2, p. 58-59 Act. #1 & 2** **Lesson 3, p. 91 Act. #2** **Lesson 3, p. 111 ¿Cierto o falso?** **Lesson 4, p. 124 Act. #1** **Lesson 4, p. 145 Escoger** **Lesson 5, p. 161 Act. #2**
WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	**Lesson 2, p. 63 Act. #7** **Lesson 4, p. 144 Conversación** **Lesson 5, p. 161 Act. #3** **Lesson 5, p. 179 Preparación & ¿Cierto o falso?** **Lesson 6, p. 195 Act. #3**
Cultures Standard 4: Intercultural Influences	
Goal: To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.	
WL.CL4.N Identify cultural borrowings.	**Lesson 1, p. 47 ¿Qué aprendiste?** **Lesson 2, p. 79 ¿Qué aprendiste?** **Lesson 4, p. 149 ¿Qué aprendiste?** **Lesson 6, p. 194 Act. #1** **Lesson 6, p. 211 ¿Cierto o falso?**
WL.C.4.I	**Lesson 3, p. 113 ¿Qué aprendiste? & Conexión Internet**

State reasons for cultural borrowings.	**Lesson 4, p. 149 Conexión Internet** **Lesson 5, p. 183 ¿Qué aprendiste?** **Lesson 6, p. 211 Preparación** **Lesson 6, p. 215 ¿Qué aprendiste?**

The Connections Standards

Connection Standard 1: Connection to Other Disciplines
Goal: To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN1.N Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.	**Lesson 1, p. 37 Act. #4 & 6** **Lesson 2, p. 66 Act. #6** **Lesson 5, p. 175 Interpretación & Conversación** **Lesson 6, p. 187 Act. #1, 2, 3 & 4** **Lesson 6, p. 202 Act. #2 & 3** **Lesson 6, p. 213 ¿Qué aprendiste?**
WL.CN1.I Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.	**Lesson 1, p. 19 Act. #7 & 8** **Lesson 1, p. 24 Act. #1** **Lesson 3, p. 84 Act. #5 & 6** **Lesson 5, p. 153 Act. #2, 3 & 4** **Lesson 6, p. 189 #8** **Lesson 6, p. 207 Personajes**

Connection Standard 2: Diverse Perspectives and Distinctive Viewpoints
Goal: To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the	**Lesson 2, p. 63 Act. #4** **Lesson 2, p. 66 Act. #3** **Lesson 3, p. 101 Act. #3** **Lesson 4, p. 142 ¿Son buenos o son malos?**

target language, from age-appropriate authentic materials from the target cultures.	**Lesson 5, p. 177 Ahora escucha & Preguntas**
WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.	**Lesson 1, p. 29 Act. #5** **Lesson 1, p. 36 Act. #2 & 3** **Lesson 3, p. 85 Act. #7** **Lesson 4, p. 140 Escribir una composición** **Lesson 6, p. 203 Act. #5** **Lesson 6, p. 207 ¿Un loco o un héroe?**