

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.			Proclamation 2017
Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life in spoken and	(i) ask questions about everyday life in spoken conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 81, 119 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 8, 46, 84, 122 <i>Cultura</i> section, final pair and group activities pp. 11, 49 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard <i>Supersite</i> Record-Submit activities
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life in spoken and written conversation	(ii) ask questions about everyday life in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 81, 119 <i>Lección</i> opener <i>A primera vista</i> pp. 1, 39, 77, 115 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 8, 46, 84, 122 <i>Estructura</i> section, <i>Práctica</i> , <i>Comunicación</i> , and <i>Síntesis</i> features pp. 18, 22-23, 26-27, 53-54, 57-58, 61-62, 65, 92, 94-95, 98-99, 103, 127-128, 131-132, 134-135, 138-139

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken and written conversation	(ii) ask others what they need to, should, or must do in written conversation	<i>Supersite</i> Write-Submit activities
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation	(i) articulate requests, offer alternatives, or develop simple plans in spoken conversation	<i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation	(ii) articulate requests, offer alternatives, or develop simple plans in written conversation	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 81, 119

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) participate in spoken conversation using culturally appropriate register	<i>Cultura</i> section, final pair and group activities pp. 11, 49, 88,125 <i>Supersite</i> Record-Submit activities
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) participate in written conversation using culturally appropriate expressions, register, and style	(ii) participate in written conversation using culturally appropriate register	<i>Cultura</i> section, final pair and group activities pp. 11, 49, 88, 125 <i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144 <i>Adelante</i> section, <i>Panorama</i> feature (<i>Conexión Internet</i> activities) pp. 37, 75, 113, 149 <i>Supersite</i> Write-Submit activities
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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts	<i>Contextos</i> section pp. 2-5, 40-43, 78-81, 116-119; <i>Supersite Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125; <i>Supersite</i> (plus additional reading) <i>Estructura</i> section, <i>Inténtalo</i> and <i>Práctica</i> features pp. 14-15, 16-17, 21-22, 25-26, 52-53, 56-57, 60-61, 64-65, 90-91, 93-94, 97-98, 101-102, 126-127, 130-131, 133-134, 137-138 <i>Supersite</i>
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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts	<i>Fotonovela</i> section, including activities pp. 6-8, 44-46, 82-84, 120-122; DVD/ <i>Supersite</i> video and activities <i>Fotonovela</i> section, <i>Pronunciación</i> feature pp. 9, 47, 85, 123; CD/ <i>Supersite</i> MP3 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 35, 73, 111, 147; DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify key words from fiction texts	<i>Fotonovela</i> section, including activities pp. 6-8, 44-46, 82-84, 120-122; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>Lectura</i> feature pp. 30-31, 68-69, 106-107, 142-143 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 34, 72, 110, 146; <i>Supersite</i> video

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(iii) identify key words from audio materials	<i>Adelante</i> section, <i>Escuchar</i> feature pp. 33, 71, 109, 145; <i>Supersite</i> MP3 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 34, 72, 110, 146; <i>Supersite</i> video
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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in highly contextualized texts	<i>Adelante</i> section, <i>En pantalla</i> feature activity pp. 72, 146 <i>Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125; <i>Supersite</i> (plus additional reading) <i>Adelante</i> section, <i>Lectura</i> pp. 142
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials	<i>Adelante</i> section, <i>En pantalla</i> feature pp. 72, 146 <i>Adelante</i> section, <i>Escuchar</i> feature pp. 33, 71, 109, 145

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials	<i>Fotonovela</i> section, including activities pp. 6-8, 44-46, 82-84, 120-122; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature activity pp. 72, 146
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) identify cultural practices from authentic print materials	<i>Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 34, 72, 110, 146; <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) identify cultural practices from authentic digital materials	<i>Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125; <i>Supersite</i> (plus additional reading) <i>Adelante</i> section, <i>En pantalla</i> feature pp. 34, 72, 110, 146; <i>Supersite</i> <i>Flash cultura</i> feature of <i>Adelante</i> section pp. 35, 73, 111, 147; DVD/ <i>Supersite</i> video <i>Panorama</i> feature of <i>Adelante</i> section pp. 36-37, 74-75, 112-113, 148-149; <i>Supersite</i> ; <i>Panorama cultural</i> video DVD/ <i>Supersite</i> <i>Nota cultural</i> feature pp. 21, 23, 26, 27, 46, 58, 62, 84, 91, 122, 131, 132, 134

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials	<i>Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125 <i>Adelante</i> section, <i>En pantalla</i> feature pp. 34, 72, 110, 146; <i>Supersite</i> <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 35, 73, 111, 147; DVD/ <i>Supersite</i> video <i>Adelante</i> section, <i>Panorama</i> feature pp. 36-37, 74-75, 112-113, 148-149; <i>Supersite</i> ; <i>Panorama cultural</i> DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials	<i>Fotonovela</i> section, including activities pp. 6-8, 44-46, 82-84, 120-122; DVD/ <i>Supersite</i> video and activities <i>Adelante</i> section, <i>En pantalla</i> feature activity pp. 72, 146 <i>Adelante</i> section, <i>Panorama</i> feature pp. 36-37, 74-75, 112-113, 148-149; <i>Supersite</i> ; <i>Panorama cultural</i> DVD/ <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(i) state an opinion or preference orally	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 119 <i>Contextos</i> section pp. 2-5, 40-43, 78-81, 116-119; <i>Supersite</i> <i>Fotonovela</i> section, <i>Pronunciación</i> feature pp. 9, 47, 85, 123; CD/ <i>Supersite</i> MP3 <i>Supersite</i> Record-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(ii) state an opinion or preference in writing	<i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144 <i>Supersite</i> Write-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(iii) support an opinion or preference orally	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 119 <i>Contextos</i> section pp. 2-5, 40-43, 78-81, 116-119; <i>Supersite Fotonovela</i> section, <i>Pronunciación</i> feature pp. 9, 47, 85, 123; CD/Supersite MP3 <i>Supersite</i> Record-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(iv) support an opinion or preference in writing	<i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144 <i>Supersite</i> Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(i) describe people orally using a mixture of words, phrases, and simple sentences	<i>Lección opener A primera vista</i> pp. 1, 39, 77, 115 <i>Contextos</i> section pp. 2-5, 40-43, 78-81, 116-119; <i>Supersite Cultura</i> section pp. 10-11, 48-49, 86-87, 124-125; <i>Supersite</i> (plus additional reading) <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 15, 17-18, 22-23, 26-27, 53-54, 57-58, 61-62, 65, 91-92, 94-95, 98-99, 102-103, 127-128, 131-132, 134-135, 138-139 <i>Adelante</i> section, <i>Flash cultura</i> feature pp. 35, 73, 111, 147; DVD/ <i>Supersite</i> video
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(ii) describe people in writing using a mixture of words, phrases, and simple sentences	<i>Contextos</i> section pp. 2-5, 40-43, 78-81, 116-119,; <i>Supersite Estructura</i> section, (expanding skill) <i>Práctica, comunicación, Síntesis</i> features pp. 15, 17, 26-27, 57- 58, 92, 94-95, 99, 102, 127-128, 131-132, 134-135, 138; pp. <i>Recapitulación</i> feature pp. 28-29, 66-67, 104-105, 140-141 <i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144 <i>Adelante</i> section, <i>Panorama</i> feature (<i>Conexión Internet</i> activities) pp. 37, 75, 113, 149 <i>Supersite</i> Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(iii) describe objects orally using a mixture of words, phrases, and simple sentences	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 119 <i>Cultura</i> section, <i>Conexión Internet</i> feature p. 11, 49, 87, 125 final pair and group activities pp. 87, 125 <i>Estructura</i> section, (expanding skill) <i>Práctica, comunicación, Síntesis</i> features pp. 15, 17, 26-27, 57- 58, 92, 94-95, 99, 102, 127-128, 131-132, 134-135, 138; pp. <i>Recapitulación</i> feature pp. 28-29, 66-67, 104-105, 140-141 <i>Supersite</i> Record-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(iv) describe objects in writing using a mixture of words, phrases, and simple sentences	<i>Estructura</i> section, (expanding skill) <i>Práctica, comunicación, Síntesis</i> features pp. 15, 17, 26-27, 57- 58, 92, 94-95, 99, 102, 127-128, 131-132, 134-135, 138; pp. <i>Recapitulación</i> feature pp. 28-29, 66-67, 104-105, 140-141 <i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144 <i>Adelante</i> section, <i>Panorama</i> feature (<i>Conexión Internet</i> feature) pp. 37, 75, 113, 149 <i>Supersite</i> Write-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(v) describe simple situations orally using a mixture of words, phrases, and simple sentences	<i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 81, 119 <i>Fotonovela</i> section, post-viewing pair and group activities pp. 8, 46, 84, 122; <i>Cultura</i> section, final pair and group activities pp. 11, 49 <i>Estructura</i> section, <i>Práctica, Comunicación, and Síntesis</i> features pp. 15, 17-18, 22-23, 26-27, 53-54, 57-58, 61-62, 65, 92, 94-95, 98-99, 103, 127-128, 131-132, 134-135, 138-139 <i>Adelante</i> section, <i>En pantalla</i> feature, pair and group activities pp. 72, 146 <i>Supersite</i> Record-Submit activities

Knowledge and Skill	Student Expectation	Breakout	DESCUBRE 1A TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(vi) describe simple situations in writing using a mixture of words, phrases, and simple sentences	<p><i>Contextos</i> section, <i>Comunicación</i> feature pp. 5, 43, 81, 119</p> <p><i>Fotonovela</i> section, post-viewing pair and group activities pp. 8, 46, 84, 122</p> <p><i>Estructura</i> section, <i>Práctica</i>, <i>Comunicación</i>, and <i>Síntesis</i> features pp. 15, 17-18, 22-23, 26-27, 53-54, 57-58, 61-62, 65, 92, 94-95, 98-99, 103, 127-128, 131-132, 134-135, 138-139</p> <p><i>Adelante</i> section, <i>Escritura</i> feature pp. 32, 70, 108, 144</p>