



**ARIZONA**  
**Foreign and Native Language Standards (Grades 9-12)**  
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STANDARDS	PAGE REFERENCES
<b>STANDARD 1: COMMUNICATION</b>	
Students understand and interpret written and spoken communication on a variety of topics in the target language.	
<b>PROFICIENCY (Grades 9-12)</b>	
Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>1FL-P1. Comprehend the main ideas and significant details in both oral presentations and written text</li> </ul>	SE: <i>La lechera</i> 4-6 <i>Preguntas</i> 6, 10, 13, 15, 17 <i>Ejercicios de comprensión</i> 8 <i>La gallina de los huevos de oro</i> 9-10 <i>Los dos conejos</i> 11 TAE: PRA 11
<ul style="list-style-type: none"> <li>1FL-P2. Comprehend authentic newspapers and magazine articles</li> </ul>	SE: <i>Ejercicio Creativo</i> 56 NOTE: Teachers may meet this objective in the classroom setting by bringing Spanish-language newspapers and articles into class.
<ul style="list-style-type: none"> <li>1FL-P3. Identify characteristics of a variety of literary genres including poetry</li> </ul>	SE: <i>Marco Literario</i> 31, 67, 203 <i>Ejercicios Creativos</i> 83 #3 TAE: N 4, 45, 68, 80 PRA 11, 31 PR 67
<ul style="list-style-type: none"> <li>1FL-P4. Identify and comprehend cultural nuances, including humor, in written and spoken language</li> </ul>	SE: 84-86, 87-88, 90-92, 94-96, 98-102 TAE: PR 84, 90 N 87, 94, 98
<ul style="list-style-type: none"> <li>1FL-P5. Analyze and determine the significance of the principal themes and characteristics of a major literary text</li> </ul>	SE: <i>Ejercicio Creativo</i> 8, 11, 13, 36 <i>Joya 2 Ejercicios Generales</i> 65 #1 TAE: N 4, 37, 73, 74, 78 PRA 11
<ul style="list-style-type: none"> <li>1FL-P6. Analyze the styles of two or more authors within one genre</li> </ul>	SE: 32-34, 37-43, 45-47, 48-51, 53-55 <i>Joya 2 Ejercicios Generales</i> 65 #1, 65 #3 TAE: N 32, 43, 83 PR 37 PRA 53
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above and the following:	
Note: This level description applies to each of the three standards for the Communication Strand	
<ul style="list-style-type: none"> <li>1FL-D1. Discuss ideas, events or texts successfully with native speakers in conversation or as a presentation to a group</li> </ul>	SE: <i>Para entablar conversación</i> 15 <i>Ejercicio Creativo</i> 48, 83 #1, 89 #2 TAE: PRA 16, 48 N 45, 73, 74, 89 PR 67

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<ul style="list-style-type: none"> <li>1FL-D2. Debate, argue and negotiate on a variety of issues</li> </ul>	SE: <i>Ejercicios Creativos</i> 44 #2, 89 #1, 93 #2, 94 #5, 103 #4 TAE: PRA 9, 11 PR 80 N 86 EC 93
<ul style="list-style-type: none"> <li>1FL-D3. Write analyses of literary works, noting stylistic conventions and cultural nuances</li> </ul>	SE: 84-86 <i>Ejercicios Creativos</i> 83 #2, 93 #1, 93 #3, 103 #1, 103 #2 TAE: N 4, 80, 83, 98 PR 84
<ul style="list-style-type: none"> <li>1FL-D4. Conduct a comparative analysis of two or more authentic written or recorded works in the target language</li> </ul>	SE: 32-34, 37-43, 45-47, 48-51, 53-55 <i>Joya 2 Ejercicios Generales</i> 65 #1, 65 #2, 65 #3 TAE: N 32, 43 PR 37 PRA 53 NOTE: Teachers may use these references to request that students conduct a comparative analysis.
<b>STANDARD 2: COMMUNICATION</b> Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>2FL-P1. Express and support opinions on a variety of topics, concepts and ideas</li> </ul>	SE: <i>Ejercicios Creativos</i> 74 #3, 83 #2, 93 #1, 98 #1, 107 #4 TAE: N 73, 74, 78, 80, 84, 107
<ul style="list-style-type: none"> <li>2FL-P2. Use complex sentences with connective expressions and idioms in oral and written communication</li> </ul>	SE: <i>Ejercicio de vocabulario</i> 89, 93, 117 <i>Para Aumentar el Vocabulario</i> 113-114 <i>Ejercicios Creativos</i> 129 #1 TAE: N 89, 90, 93, 104 RS 122 NOTE: At this level of study, it is expected that students will demonstrate this level of complexity in all forms of communication.
<ul style="list-style-type: none"> <li>2FL-P3. Compare and contrast ideas, people, places and things</li> </ul>	SE: <i>Para Entablar Conversación</i> 129 #4 <i>Joya 4 Ejercicios Generales</i> 139 #2, 139 #3 <i>Ejercicios Creativos</i> 162 #1, 178 #2 TAE: N 98, 181, 182 PR 179, 182 NOTE: Teachers may request in class that students use these references to compare and contrast.
<ul style="list-style-type: none"> <li>2FL-P4. Narrate anecdotes and original stories</li> </ul>	SE: <i>Ejercicios Creativos</i> 107 #3, 114 #1, 114 #2, 114 #3, 125, 205 #4 <i>Para Entablar Conversación</i> 129 #1, 129 #3, 129 #5 <i>Joya 4 Ejercicios Generales</i> 139 #1

STANDARDS	PAGE REFERENCES
<b>DISTINCTION (Honors)</b> (See Standard 1 [Communication])	
<b>STANDARD 3: COMMUNICATION</b> Students present information and ideas in the target language on a variety of topics to listeners and readers.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>3FL-P1. Present persuasive arguments effectively on a range of topics</li> </ul>	SE: <i>Para Entablar Conversación</i> 129 #4 <i>Joya 4 Ejercicios Generales</i> 139 #2, 139 #3 <i>Ejercicios Creativos</i> 162 #1, 178 #2 TAE: N 98, 181, 182 PR 179, 182 NOTE: Teachers may request in class that students use these references to present persuasive arguments.
<ul style="list-style-type: none"> <li>3FL-P2. Present a research project orally or publish it in writing or in a video</li> </ul>	SE: <i>Ejercicios creativos</i> 44 #1, 83 #1, 194 #4 TAE: PR 45, 80, 114, 118, 145 PRA 48 N 57
<ul style="list-style-type: none"> <li>3FL-P3. Present a humorous story, anecdote or joke</li> </ul>	NOTE: This objective can be met during conversation in the classroom setting.
<b>DISTINCTION (Honors)</b> (See Standard 1 [Communication])	
<b>STANDARD 4: CULTURE</b> Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>4FL-P1. Explain how the target language and its culture add to the richness of our cultural diversity</li> </ul>	NOTE: This objective can be met during teacher/class discussion.
<ul style="list-style-type: none"> <li>4FL-P2. Use formal and informal language appropriately in a variety of settings</li> </ul>	SE: <i>Conversación</i> 104, 134, 195, 244, 275, 310, 397 TAE: N 104, 134, 203 NOTE: Teachers may demonstrate the proper contextual use of formal and informal language using these references in a classroom setting.
<ul style="list-style-type: none"> <li>4FL-P3. Identify, analyze and discuss various patterns of behavior or interactions typical of the culture studied</li> </ul>	SE: <i>Conversación</i> 18, 57, 104, 134, 195, 244, 275, 310, 397 TAE: N 134 NOTE: Teachers may address in the classroom setting how typical of Hispanic culture these transcribed interactions are.

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<ul style="list-style-type: none"> <li>4FL-P4. Investigate and explain the function of products of the culture (e.g., institutions, crafts, laws, music) and their relationship to cultural perspectives</li> </ul>	SE: 32-34, 37-43, 45-47, 80-82, 84-86, 130-132 TAE: N 16, 84 PR 84, 130 NOTE: Teachers may discuss in the classroom setting how these literary products of the culture relate to cultural perspectives.
<ul style="list-style-type: none"> <li>4FL-P5. Identify the target language's literary masterpieces and their authors</li> </ul>	SE: 142-144, 145-149, 152-153, 155-161, 203-204, 242-243, 256-257 TAE: PR 142, 145, 152, 155, 241
<b>DISTINCTION (Honors)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>4FL-D1. Identify, discuss and analyze products of the culture (e.g., social, economic and political institutions) and the relationships between these institutions and the perspectives of the culture</li> </ul>	SE: 212, 223-224 <i>Preguntas</i> 212 <i>Ejercicio Creativo</i> 213, 223 #2 TAE: PR 208, 212, 219 N 213, 219, 225
<ul style="list-style-type: none"> <li>4FL-D2. Experience, discuss and analyze expressive products of the culture including selections from various literary genres and the visual arts</li> </ul>	SE: 142-144, 145-149, 152-153, 155-161, 203-204, 242-243, 256-257 TAE: PR 142, 145, 152, 155, 241
<ul style="list-style-type: none"> <li>4FL-D3. Recognize the similarities and differences in literary style among well-known authors within the target language from one or more historical periods</li> </ul>	SE: 32-34, 37-43, 45-47, 48-51, 53-55 <i>Joya 2 Ejercicios Generales</i> 65 #1, 65 #3 TAE: N 32, 43, 83 PR 37 PRA 53 NOTE: Teachers may use these references in a classroom setting to require students to conduct a comparative analysis.
<b>STANDARD 5: CONNECTIONS</b> Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>5FL-P1. Discuss topics from other school subjects or the workplace in the target language including political and historical concepts, world-wide health issues and environmental concerns</li> </ul>	SE: <i>Para entablar conversación</i> 15 <i>Ejercicio Creativo</i> 48, 83 #1, 89 #2 TAE: PRA 16, 48 N 45, 73, 74, 89 PR 67 NOTE: Teachers may use these references in a classroom setting to discuss issues of an extra-lingual concern.
<ul style="list-style-type: none"> <li>5FL-P2. Acquire information from a variety of sources written in the target language about a topic being studied in other subjects</li> </ul>	SE: 208-210 <i>Ejercicios Creativos</i> 205 #2, 211 #2 TAE: PR 203, 208 N 203, 205, 215, 225 PRA 212 NOTE: Teachers may use these Spanish-language references in a classroom setting to discuss topics from other subject areas.

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<ul style="list-style-type: none"> <li>5FL-P3. Use a variety of authentic sources in the target language to prepare reports for other content subject areas</li> </ul>	SE: <i>Ejercicios creativos</i> 44 #1, 83 #1, 194 #4 TAE: PR 45, 80, 114, 118, 145 PRA 48 N 57
<b>DISTINCTION (Honors)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>5FL-D1. Study successfully one or more content areas in the target language</li> </ul>	SE: 208-210 <i>Ejercicios Creativos</i> 205 #2, 211 #2 TAE: PR 203, 208 N 203, 205, 215, 225 PRA 212 NOTE: Teachers may use these Spanish-language references in a classroom setting to discuss content from other subject areas.
<b>STANDARD 6: COMPARISONS</b> Students develop insights into their own language and their own culture through the study of the target language.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>6FL-P1. Compare and contrast various elements of the target language, such as tie or tense, with parallel linguistic elements in English</li> </ul>	SE: <i>Estructura</i> 245-246, 276, 281, 282, 311, 398, 399, 401-402 TAE: N 203, 245
<ul style="list-style-type: none"> <li>6FL-P2. Use idiomatic expressions in appropriate contexts</li> </ul>	SE: <i>Conversación</i> 104, 134, 195, 244, 275, 310, 397 <i>Decalog of Don'ts</i> 426-427 <i>Consejos</i> 429-431 <i>Traducciones peligrosas</i> 431-432 TAE: N 89
<ul style="list-style-type: none"> <li>6FL-P3. Compare and contrast the treatment of current issues in both the target culture and the student's culture by drawing on authentic texts</li> </ul>	NOTE: Teachers may use Spanish- and English-language periodicals to discuss current issues in the classroom setting.
<b>DISTINCTION (Honors)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>6FL-D1. Provide an in-depth analysis of another culture's perception of the United States within the world arena</li> </ul>	NOTE: Teachers may assign this objective in the classroom setting as a report to be researched and written.
<ul style="list-style-type: none"> <li>6FL-D2. Compare and contrast the use of English and the target language and culture to carry out specific communicative purposes (e.g., motivating others, telling a story, conducting business)</li> </ul>	SE: <i>Estructura</i> 245-246, 276, 281, 282, 311, 398, 399, 401-402 TAE: N 203, 245 NOTE: Teachers may use these references in a classroom setting to stimulate comparative discussion of the uses of English and Spanish in various communicative roles.

STANDARDS	PAGE REFERENCES
<b>STANDARD 7: COMMUNITIES</b> Students use the target language within and beyond the school setting.	
<b>PROFICIENCY (Grades 9-12)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>7FL-P1. Research topics of personal, global or community interest, using resources produced for native speakers</li> </ul>	SE: <i>Ejercicios creativos</i> 44 #1, 83 #1, 194 #4 TAE: PR 45, 80, 114, 118, 145 PRA 48 N 57 NOTE: Teachers may assign these referenced tasks to be completed using research materials produced for native Spanish speakers.
<ul style="list-style-type: none"> <li>7FL-P2. Interview speakers of the target language on historical or current topics of cultural or professional interest</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.
<ul style="list-style-type: none"> <li>7FL-P3. Serve as a guide or informal interpreter for visitors from other countries</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.
<ul style="list-style-type: none"> <li>7FL-P4. Perform a short play in the target language for parents, visitors or a community group</li> </ul>	SE: 318-324, 326-341, 343-356, 358-382, 385-395 <i>Ejercicios Creativos</i> 343 #3, 343 #5, 384 #2, 396 #3 TAE: N 57
<b>DISTINCTION (Honors)</b> Students know and are able to do all of the above and the following:	
<ul style="list-style-type: none"> <li>7FL-D1. Translate written materials for a local business, bank, school, etc.</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.
<ul style="list-style-type: none"> <li>7FL-D2. Publish an original article or story</li> </ul>	SE: <i>Ejercicio Creativo</i> 53, 103 #3, 107 #3, 114 #3, 194 #5, 213 <i>Joya Ejercicios Generales</i> 65 #4, 139 #1, 139 #4 TAE: N 107 NOTE: Teachers may assign students to seek to publish the above-referenced original research articles, compositions, and stories.
<ul style="list-style-type: none"> <li>7FL-D3. Serve as interpreter to assist native speakers who require help, such as the elderly or disabled</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.
<ul style="list-style-type: none"> <li>7FL-D4. Tutor students from other countries who need help with school subjects in their native language while they are learning English</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.
<ul style="list-style-type: none"> <li>7FL-D5. Co-host a cultural festival in conjunction with the community</li> </ul>	NOTE: Teachers may assign this task to students to execute outside the classroom setting.

## Codes Used for TAE Pages

EC	Ejercicios creativos
N	Note
PR	Pre-reading
PRA	Pre-reading activity
RS	Reading strategies