

# AP® CORRELATION – Azulejo Correlated to the AP® Spanish Literature and Culture Curriculum Framework

## Learning Objectives for Interpersonal Communication

Learning Objective	Pages
The student discusses texts and contexts in a variety of interactive oral formats in the target language.	<p><b>Actividad:</b> 1, 4 p. 13; 1-4, 6,7 p. 14-15; 4, 5 p.35; 10, 11 p.36; 3, 4 p. 37; 2 p.58; 3-5, 8 p. 59; 13, p. 60; 10 p. 62, 4, 6 p. 152; 4 p. 227; 11 p. 235; 3, 5 p. 243; 3 p.262; 5, 9 p 264; 1-4, 6-8 p.299; 18 p. 318; 1, 6, 21 p. 383; 1, 2, 7, 10 p. 387; 7 p. 403; 6, 8, 9, 10 p. 488</p>
The student discusses texts and contexts in a variety of interactive written formats in the target language.	<p>Each author and literary work throughout the textbook has a section of topics for essays            (see “Temas de discusión y ensayos”) Page 9, 12, 23, 26, 29, 34, 50, 58, 99, 151, 210, 222, 226, 234, 242, 256, 262, 298, 304, 308, 312, 316, 326, 334, 336, 346, 355, 372, 381, 397, 402, 408, 412, 417, 464, 476, 482, 487</p> <p><b>Temas:</b> 6, p.23; 2 p. 34; 1, 2 p. 38; 3, 4, 6 p. 334; 4 p. 362; 6 p. 382</p> <p><b>Actividad:</b> 2, 3, p. 13; 4, 5, 7 p.14; 4, 9, 11 p. 466; 1 p. 488; 13 p. 490</p> <p><b>Cuestiones:</b> 12, p. 38; 1, 3 p. 404; 13, p. 490</p> <p><b>Pages:</b> 492-493</p>
The student uses a variety of literary and critical terminology in oral and written discussions of texts in the target language.	<p><b>Pages</b> 491-507</p> <p><b>Learning Site:</b> 5 Literary Terminology Exercises</p> <p>Learning Site Documents: Cómo enseñar el ensayo analítico; Guía para la corrección del ensayo; Frases conectoras para los ensayos; Guía de sinónimos</p> <p><b>Análisis:</b> 1-3, 5, 7 p. 9; 5-8 p. 12; 1-12 p. 23; 1-12 p. 26; 1-5, 7-10 p. 29; 1-3, 5-10, p. 34; 3, 7, 8 p. 58; 1, 3, 7, 10, 17-19 p. 98; 1-4, 9, 10 p. 109; 8-10 p. 115; 8 p. 139; 1-5, 8, 10, 12 p. 134; 3, 5, 7, 8, 10, 13 p. 151; 1, 9 p. 165; 1, 2, 4, 5, 11, 12 p. 170; 3, 9, 10 p. 176; 2, 8 p. 183; 7-9 p. 190; 3 p. 210; 1-13 p. 222; 1-14 p. 226; 1-9 p. 234; 1, 5-8 p. 242; 1, 2, 4-6, 9 p. 256; 1-15 p. 262; 1-11 p. 298; 1-9 p. 304; 1-13 p. 308; 1-7 p. 312; 1-7 p. 316; 4-10 p. 326; 1-9 p. 334; 1-12 p. 345; 1-9 p. 355; 1-8 p. 362; 1-4, 6, 9, 10 p. 372; 1, 4-8 p. 381; 1-6 p. 397; 1-7 p. 402; 1-7 p. 408; 1-10 p. 412; 1-7 p. 419; 1-11 p. 464; 1-8 p. 476; 2, 3 p. 482</p> <p><b>Temas:</b> 1-4, 6 p. 12; 5-8 p. 298; 1-4 p. 316; 1-7 p. 326; 4-6 p. 334; 1-8 p. 355; 1, 3 p. 362; 1, 6 p. 372; 1-3, 6, 7 p. 384; 1-6 p. 397; 1-8 p. 476; 1-4 p. 482</p>

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## Learning Objectives for Interpretive Communication

Learning Objectives	Pages
The student reads and comprehends literary and related written texts in the target language.	Throughout the textbook
The student listens to and comprehends spoken target language related to literary content.	<p><b>Learning Site:</b> 18 Listening audios for comprehension; Section Recursos: links for audios for the literary works; links for each author and several audio and video clips</p> <p><b>Actividad:</b> 4 p. 13; 2, 3, 6-8 p. 14 ; 12 p. 60; 1, 2, 4, 6, 9 p. 317; 15 p. 318; 8, 9 p. 384; 2 p. 466; 17 p. 467; 4, 10 p. 488.</p> <p><b>Cuestiones:</b> 20 p. 154; 5 p. 228; 9 p.243.</p>
The student analyzes literary and related texts in the target language.	Each author and literary work throughout the textbook has a section with questions for literary analysis of texts and relate texts (see "Sugerencias para el analisis") Pages 9, 12, 23, 26, 29, 34, 49, 58, 98, 109, 115, 121, 127, 132, 139, 144, 151, 165, 170, 173, 176, 183, 187, 190, 195, 202, 210, 222, 226, 234, 242, 256, 262, 298, 304, 308, 312, 316, 326, 334, 336, 345, 355, 362, 372, 381, 397, 402, 408, 412, 417, 464, 476, 482, 487
The student differentiates between personal and critical reactions in the target language.	<p><b>Temas:</b> 6 p. 12; 4-6 p. 34; 4 p. 308; 5 p. 381; 1, 2, 4 p. 412</p> <p><b>Actividad:</b> 5, 8 p. 14-15; 1-6 p. 16; 9 p. 36; 13 p. 60</p> <p><b>Cuestiones:</b> 6 p. 61; 11 p. 62; 11, 12 p. 266; 3 p. 300</p>
The student identifies rhetorical figures used in target language texts.	<p><b>Pages:</b> 491-507</p> <p><b>Análisis:</b> 1-3, 5, 7 p. 9; 5-8 p. 12; 1-8 p. 58; 1, 7 p. 98; 1 p. 109; 3, 5 p. 115; 8-10 p. 139; 10 p. 144; 1 p. 165; 1, 2, 4, 10, 11 p. 170; 10 p. 176; 3 p. 187; 3, 6 p. 210; 1, 2, 4-9, 12, 13 p. 222; 1-5, 7-9, 11, 12 p. 226; 4, 8, 9 p. 234; 1, 2, 4, 5, 9 p. 256; 1-4, 8, 10, 12-15 p. 262; 5, 7, 11 p.298; 1-3, 5, 8, 9 p. 304; 1-3, 6-13 p. 308; 1, 5-7 p. 312; 1-5, 7 p. 316; 4 p. 326; 3, 5, 8, 9 p. 334; 5, 7, 8 p. 345; 1 p. 372; 3, 7, 8 p. 381; 1, 3 p. 397; 2, 4, 7 p. 402; 2, 5, 7 p. 408; 1, 5-10 p. 412; 1, 3, 5, 7 p. 417; 10 p. 464; 1, 3, 5-8 p.476; 5 p. 487</p> <p><b>Temas:</b> 1-4, 6 p. 12; 4, 5 p. 226; 1, 2 p. 256; 4 p. 262; 6, 7 p. 298; 1, 2 p. 312; 2-6 p. 326; 2-6 p. 355; 3, 4 p. 362; 1-3 p. 372; 3-5 p. 397; 2 p. 402; 4, 5 p. 464; 2, 3, 8 p. 476; 1, 2 p. 482</p> <p><b>Learning Site:</b> 5 literary terminology exercises</p>

<p>The student analyzes the significance of rhetorical figures in target language texts.</p>	<p><b>Pages:</b> 491-507  <b>Análisis:</b> 1-3, 5, 7 p. 9; 5-8 p. 12; 1-8 p. 58; 1, 7 p. 98; 1 p. 109; 3, 5 p. 115; 8-10 p. 139; 10 p. 144; 1 p. 165; 1, 2, 4, 10, 11 p. 170; 10 p. 176; 3 p. 187; 3, 6 p. 210; 1, 2, 4-9, 12, 13 p. 222; 1-5, 7-9, 11, 12 p. 226; 4, 8, 9 p. 234; 1, 2, 4, 5, 9 p. 256; 1-4, 8, 10, 12-15 p. 262; 5, 7, 11 p. 298; 1-3, 5, 8, 9 p. 304; 1-3, 6-13 p. 308; 1, 5-7 p. 312; 1-5, 7 p. 316; 4 p. 326; 3, 5, 8, 9 p. 334; 5, 7, 8 p. 345; 1 p. 372; 3, 7, 8 p. 381; 1, 3 p.397; 2, 4, 7 p. 402; 2, 5, 7 p. 408; 1, 5-10 p. 412; 1, 3, 5, 7 p. 417; 10 p. 464; 1, 3, 5-8 p. 476; 5 p. 487  <b>Temas:</b> 1-4, 6 p. 12; 4, 5 p. 226; 1, 2 p. 256; 4 p. 262; 6, 7 p. 298; 1, 2 p. 312; 2-6 p. 326; 2-6 p. 355; 3, 4 p. 362; 1-3 p. 372; 3-5 p. 397; 2 p. 402; 4, 5 p. 464; 2, 3, 8 p. 476; 1, 2 p. 482  <b>Learning Site:</b> 5 literary terminology exercises</p>
<p>The student identifies points of view in target language texts.</p>	<p><b>Análisis:</b> 3 p. 9; 1 p. 49; 10 p. 109; 10, p. 298; 4, p. 402; 1 p. 476  <b>Temas:</b> 1 p. 12; 3 p. 23; 3 p. 50; 1-4 p. 58  <b>Actividades:</b> 7 p. 317; 4 p. 466  <b>Cuestiones:</b> 2 p. 60; 8 p. 61; 9 p. 62; 12 p. 265; 13 p. 468; 3 p. 487; 4 p. 489; 7 p. 490</p>
<p>The student identifies stylistic features of target language texts.</p>	<p>In <b>Análisis</b> and <b>Temas</b>, per author and literary work, pages 9, 12, 23, 26, 29, 34, 49-50, 58, 98-99, 109, 115, 121, 127, 132, 139, 144, 151, 165, 170, 176, 183, 187, 190, 195, 202, 210, 222, 226, 242, 256, 262, 298, 304, 308, 312, 316, 326, 334, 335, 345-46, 355, 362, 372, 381, 397, 402, 408, 412, 417, 464, 476, 482, 487  <b>Learning Site:</b> 5 literary terminology exercises</p>
<p>The student analyzes the significance of stylistic features of target language texts.</p>	<p>In <b>Análisis</b> and <b>Temas</b>, per author and literary work, pages: 9, 12, 23, 26, 29, 34, 49-50, 58, 98-99, 109, 115, 121, 127, 132, 139, 144, 151, 165, 170, 176, 183, 187, 190, 195, 202, 210, 222, 226, 242, 256, 262, 298, 304, 308, 312, 316, 326, 334, 335, 345-46, 355, 362, 372, 381, 397, 402, 408, 412, 417, 464, 476, 482, 487  <b>Learning Site:</b> 5 literary terminology exercises</p>
<p>The student identifies literary genres, periods, movements, and techniques and their characteristics in target language texts.</p>	<p><b>Pages:</b> 3, 9-10, 18-20, 39-41, 50-51, 63-64, 100-104, 157, 213, 216-218, 223-224, 230-31, 246-47, 257-58, 270-72, 273-74, 302, 305, 309, 312-314, 321, 327-28, 337-38, 347-49, 363-64, 373, 389, 398, 409, 413-14, 419-20, 470-71, 477-78  <b>In Apendice II, Terminología literaria</b>, p. 497-507</p>
<p>The student relates target language texts to genres, periods, movements, and techniques.</p>	<p><b>Análisis:</b> 5-8, p. 12; 9 p. 34; 1, 5 p. 49; 19 p. 99; 2, 10 p. 109; 3 p. 151; 1, 9, 10 p. 234; 1, 6 p. 242; 7, 8 p. 308; 8 p. 326; 3, 5, 7-9 p. 334; 3-5, 8, 10, 11 p. 345; 1-8 p. 381; 1, 2, 4, 11 p. 397; 1, 3, 5, 7 p. 417; 9 p. 476  <b>Temas:</b> 2, 3 p. 9; 1, 2, 6 p. 12; 3 p. 26; 2, 3 p. 29; 1, 2, 4 p. 50; 3, 4 p. 58; 1, 2 p. 99; 2-5 p. 210; 4-6 p. 222; 1-5 p. 226; 2, 6-11 p. 235; 1, 2, 6, 7 p. 242; 1, 4 p. 256; 5-7 p. 263; 6, 7 p. 299; 2, 5, 7 p. 308; 1-7 p. 326; 6 p. 334; 1-5 p. 346; 5-8 p. 355; 1-6 p. 372; 2-4 p. 381; 1-5 p. 397; 2, 3, 6 p. 412; 2-4, 7, 8 p. 464; 2-6 p. 476; 2-4 p. 487.</p>

<p>The student identifies sociocultural contexts in target language texts.</p>	<p><b>Análisis:</b> 6 p. 29; 1 p. 115; 2-4, 7 p. 151; 5, 9 p. 127; 7 p. 137; 5, 10 p. 139; 2 p. 195; 2-4 p. 210; 6, 7, 10 p. 234; 1-11 p. 256; 4-10 p. 298; 8 p. 326; 4 p. 334; 6, 7 p. 397; 2-4 p. 408; 3, 4 p. 412; 1, 4, 6, 7 p. 417; 2-4, 11 p. 464</p> <p><b>Temas:</b> 1, 2, 4, p. 9; 2-7 p. 256; 1-7 p. 262-3; 3 p. 298; p. 308; 1-7 p. 326; 1, 2 p. 334; 3, 6 p. 372; 1-3, 6 p. 397.</p> <p><b>Actividad:</b> 6-8, 14, 16 p. 317-318.</p> <p><b>Cuestiones:</b> 2-9 p. 244; 1-6, 8-12 p. 265-266; 4-8, 10 p. 300; 2, 4, 5 p. 404; 2-8, 12, 13 p. 489-490</p>
<p>The student relates target language texts to sociocultural contexts.</p>	<p><b>Análisis:</b> 1-4 p. 12; 1-7 p. 262; 3, 4, 6, 7 p. 304; 4-6 p. 308; 5, 9, 11, 12 p. 345; 1-3, 6-8 p. 362; 4, 5 p. 381</p> <p><b>Temas:</b> 1, p. 304; 2-4, 6 p. 308; 2-4 p. 412; 1-4 p. 417; 3, 4, 7, 8 p. 465</p> <p><b>Actividad:</b> 1, 2, 7-9, 15, 16, 18 p. 382-3; 5, 7 p. 403; 5, 8, 10, 12, 13, 16, 18 p. 466-7; 1-3, 6, 9-11 p. 488</p> <p><b>Cuestiones:</b> 3, 4, 8-12 p. 319-20; 1, 2, 4-6, 9-12, 17-20 p. 385-387; 6-8, 11-13 p. 405; 1-7, 9, 11-13, 15, 17 p. 468-9; 10, 11, 14-16 p. 490.</p>
<p>The student situates textual language and registers within historical, social, and geopolitical contexts.</p>	<p><b>Temas:</b> 1, 2, 7, p. 9; 1, 6 p.12; 1-4, p. 50; 2,5 p. 346</p> <p><b>Cuestiones:</b> 1, 4, 6, 7, 9-15 p. 468</p> <p><b>Actividad:</b> 1, 2, 7, 15, 16, 18, 19 p. 383</p>
<p>The student relates artistic representations and audiovisual materials, including films and music, to literary course content.</p>	<p><b>Actividad:</b> 1 p. 10; 5, 6, p. 13; 3, 6, 9 p. 14-15; 1-7, 8, 13, 15, p. 36; 3, 4, 10-13 p. 38; 1 p. 59; 3, 6-8, 18-20 p. 151-154; 3, 4 p. 211; 1, 4, 6, 10, 13-15 p. 317; 2-5, 8-11, 13, 19, 20, 22, 25, 26 p. 382-384; 20 p. 387; 2, 4 p. 403; 1, 2, 14, 17, 20 p. 466; 4, p. 488</p> <p><b>Cuestiones:</b> 1 p. 16; 1, 6 p. 37; 1, 4 p. 60; 1, 12 p. 155; 1, 2 p. 211; 1, 4-6, 9 p. 228; 1 p. 244; 1 p. 265; 1, 3 p. 300; 1, 3 p. 318; 1-3, 5, 20 p. 385; 1 p. 404; 1 p. 468; 1 p. 489</p>
<p>The student relates secondary texts to primary texts in support of textual analysis in the target language.</p>	<p><b>Temas:</b> 3 p. 304</p> <p><b>Actividad:</b> 6, 15 p. 35; 9 p. 59; 20 p. 154; 5 p. 211; 7 p. 243; 3, 6 p. 264; 9 p. 299; 14 p. 318; 13, 16, 24, p. 383; page 384; 1, 5, 8, 9, p. 403; 14 p. 466; 5 p.488</p> <p><b>Cuestiones:</b> 3 p. 37; 8 p. 61; 4, 6 p. 319; 13 p. 387</p>
<p>The student uses authorized reference tools for interpreting texts in the target language.</p>	<p>Page 327</p>

## Learning Objectives for Presentational Communication

Learning Objective	Pages
The student organizes information, concepts, and ideas in oral and written presentations in the target language.	<p><b>Learning Site Documents:</b> Cómo enseñar el ensayo analítico; Guía para la corrección del ensayo, Frases conectoras para los ensayos; Guía de sinónimos</p> <p><b>Learning Site:</b> Tests with essay, per Author and Unit, and other practice tests</p>
The student presents information in a descriptive form in the target language.	<p><b>Temas:</b> 4 p. 9; 5 p. 23; 2, 4-6 p. 34; 5, 8 p. 99; 1-8 p. 151-152; 3, 6, 7 p. 262; 1, 6 p. 334; 6 p. 372; 5, 7 p. 381; 2-5 p. 412; 3 p. 418</p> <p><b>Actividad:</b> 2-4 p. 134; 5, 7, 8, 12, 13 p.14-15; 4, 5, 9-11, 14 p. 35; 3-8, 13 p. 59; 1, 4, 5, 10, 11, 13-16 p. 152-154; 1, 3, 5-9 p. 211; 1, 4 p. 227; 3-6, 8 p. 243; 2-5, 7, 9 p. 264; 1-8 p. 299; 3, 5-8, 10, 12, 18 p. 317; 1, 2, 6, 7, 10, 11, 14-16, 21, 23 p. 382; 5, 7, 10 p. 403; 3-6, 8-15, 18, 19 p. 466; 1-3, 6, 8-11 p. 488.</p>
The student writes analytical compositions related to literary texts in the target language.	<p><b>Pages:</b> 492-493</p> <p><b>Temas:</b> 6, p. 23; 2 p. 34; 1, 2 p. 38; 3, 4, 6 p. 334; 4 p. 362; 6 p. 382</p> <p><b>Actividad:</b> 4, 9, 11 p. 466; 1 p. 488; 13 p. 490</p> <p><b>Cuestiones:</b> 12, p. 38; 1, 3 p. 404; 13, p. 490</p> <p>“Temas para ensayos”, with each author and work</p> <p><b>Learning Site:</b> 42 essays related to texts</p>
The student creates and delivers oral presentations related to course content in a variety of formats in the target language.	<p><b>Temas:</b> 6 p. 12</p> <p><b>Actividad:</b> 1, 4 p. 13; 2, 4, 7 p. 14-15; 4, 5 p. 35; 10, 11 p. 36; 3, 4 p. 37; 2 p.58; 8 p. 59; 13, p. 60; 10 p. 62, 4, 6 p. 152; 4 p. 227; 11 p. 235; 3, 5 p. 243; 3 p. 262; 5, 9 p. 264; 1-4, 6-8 p. 299; 18 p. 318; 1, 2, 7, 10 p. 387; 1, 6, 21 p. 383; 7 p. 403; 6, 8-10 p. 488</p>
The student incorporates information from secondary sources related to texts in oral and written presentations in the target language.	<p><b>Temas:</b> 3 p. 304</p> <p><b>Actividad:</b> 4-9, 13, p. 14-15; 6, 15 p. 35; 9 p. 59; 20 p. 154; 5 p. 211; 7 p. 243; 3, 6 p. 264; 9 p. 299; 14 p. 318; 13, 16, 24, p. 383; page 384; 1, 5, 8, 9 p. 403; 14 p. 466; 5, p. 488</p> <p><b>Cuestiones:</b> 3 p. 37; 8 p. 61; 4, 6 p. 319; 13 p. 387</p>
The student uses authorized reference materials in oral and written presentations.	<p>Throughout the book</p> <p><b>Actividad:</b> 20, p.154: 7, 9 p. 243</p> <p><b>Cuestiones:</b> 3 p. 229</p>
The student acknowledges sources and cites them appropriately.	<p>Opportunities to teach in research assignments and essays using sources from the learning site.</p>

## Learning Objectives for Cultures, Connections, Comparisons, and Communities

Learning Objective	Pages
<p>The student analyzes the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts.</p>	<p><b>Análisis:</b> 2, 3 p. 34; 1, 3, 4, 6-8 p. 49; 7 p. 109; 1, 11 p. 115; 4 p. 121; 5 p. 127; 8-11 p. 256; 16 p. 262; 2, 4, 10 p. 298; 5-7 p. 304; 5-7 p. 334; 11, 12 p. 345; 1, 3, 7, 8 p. 362; 3, 8, 9 p. 372; 3 p. 412; 4-7 p. 417; 1-4, 11 p. 464; 9 p. 476; 1-4 p. 482.</p> <p><b>Temas:</b> 1, 3, 4 p. 9; 5 p. 23; 5, 6 p. 26; 2-4 p. 29; 2, 3, 5 p. 34; 1 p. 151; 1-4 p. 226; 2-4 p. 242; 4-7 p. 256; 2, 4, 6 p. 308; 1, 2, 6 p. 326; 2, 3, 6 p. 372; 1-5 p. 397; 2-5 p. 412; 1-4 p. 417; 3, 4, 7, 8 p. 464; 4, 6 p. 476.</p> <p><b>Actividad:</b> 4, 6 p. 13; 4, 5, 8 p. 14; 4 p. 35; 6 p. 59; 7 p. 243; 11 p. 235; 2-4 p. 243; 5 p. 317; 5 p. 466.</p> <p><b>Cuestiones:</b> 1-5 p. 16; 1, 2, 4 p. 37; 2, 3 p. 60; 1, 2, 4, 7 p. 228; 2-5, 8, 9 p. 244; 2-6, 9, 10 p. 265; 4, 5, 7 p. 300; 3, 8-11 p. 319-20, 1, 4-6, 9, 11, 12, 18, 19 p. 386-7; 2, 4, 5, 8, 9, 11-13 p. 404-5; 2-7, 11, 17 p. 468; 2-7, 9, 11-13, 16 p. 489-490.</p>
<p>The student relates texts to products and perspectives found in a variety of media from the target cultures.</p>	<p><b>Actividad:</b> 3-6, 8-10, 14 p. 14-15; 9, 10 p. 55; 1, 2, 9-12 p. 60; 1, 2, 7-10, p. 60-62; 19 p. 154; 6, 7 p. 403; 7 p. 466</p> <p><b>Cuestiones:</b> 1 p. 211; 3 p. 385; 1 p. 489</p>
<p>The student analyzes the relationships between practices and perspectives of target cultures as manifested in target language texts.</p>	<p><b>Análisis:</b> 2, 3 p. 34; 1, 3, 4, 6-8 p. 49; 7 p. 109; 1, 11 p. 115; 4 p. 121; 5 p. 127; 8-11 p. 256; 16 p. 262; 2, 4, 10 p. 298; 5-7 p. 304; 5-7 p. 334; 11, 12 p. 345; 1, 3, 7, 8 p. 362; 3, 8, 9 p. 372; 3 p. 412; 4-7 p. 417; 1-4, 11 p. 464; 9 p. 476; 1-4 p. 482.</p> <p><b>Temas:</b> 1, 3, 4 p. 9; 5 p. 23; 5, 6 p. 26; 2-4 p. 29; 2, 3, 5 p. 34; 1 p. 151; 1-4 p. 226; 2-4 p. 242; 4-7 p. 256; 2, 4, 6 p. 308; 1, 2, 6 p. 326; 2, 3, 6 p. 372; 1-5 p. 397; 2-5 p. 412; 1-4 p. 417; 3, 4, 7, 8 p. 464; 4, 6 p. 476.</p> <p><b>Actividad:</b> 4, 6 p. 13; 4, 5, 8 p. 14; 4 p. 35; 6 p. 59; 7 p. 243; 11 p. 235; 2-4 p. 243; 5 p. 317; 5 p. 466</p> <p><b>Cuestiones:</b> 1-5 p. 16; 1, 2, 4 p. 37; 2, 3 p. 60; 1, 2, 4, 7 p. 228; 2-5, 8, 9 p. 244; 2-6, 9, 10 p. 265; 4, 5, 7 p. 300; 3, 8-11 p. 319-320; 1, 4-6, 9, 11, 12, 18, 19 p. 386-387; 2, 4, 5, 8, 9, 11-13 p. 404-405; 2-7, 11, 17 p. 468; 2-7, 9, 11-13, 16 p. 489-490</p>
<p>The student relates texts to practices and perspectives found in a variety of media from the target cultures.</p>	<p><b>Actividad:</b> 2-10, 13, 14 p. 14-15; 1-8, 15 p. 35; 1, 3, 4, 8-12 p. 59; 2-4, 6, 8, 12, 18-20 p. 153; 1, 2, 4, 5 p. 211; 3, 4 p. 227; 1-9 p. 243; 1, 2, 3, 5, 6 p. 264; 1, 2, 4, 6, 7, 9, 10, 13-16 p. 317; 1-5, 7-13, 15, 16, 19-22, 24-26 p. 382; 1-9, 11 p. 403; 1, 2, 6, 7, 10, 12-14, 17, 20 p. 466; 1-7, 10, 11 p. 488</p> <p><b>Cuestiones:</b> 1-3 p. 16; 1, 2, 7, 11 p. 37; 1-8 p. 60; 1, 3, 5, 7-9, 11, 17 p. 155; 1, 2, 3, 8 p. 212; 1, 2, 4-6, 9 p. 228; 1, 3 p. 244; 1, 3, 7 p. 269; 1, 3 p. 300; 1, 3, 4, 6 p. 319; 1-3, 5, 13, 20, 21 p. 385; 1, 3, 6, 9 p. 404; 1, 9, 10, 16 p. 468; 1-15 p. 489.</p>
<p>The student analyzes the role of personal assumptions and cultural beliefs in the interpretation of target language texts.</p>	<p><b>Actividad:</b> 5-9 p. 211; 6 p. 382; 9 p. 466; 20 p. 467</p> <p><b>Cuestiones:</b> 3-5 p. 16; 6 p. 91; 12 p. 266; 4-6 p. 300; 9-12 p. 320; 1, 2, 4-6, 9, 10, 12, 13, 19, 20 p. 385; 8 p. 405; 2, 7, 16, 17 p. 468</p>

<p>The student situates texts within literary and artistic heritages of the target cultures.</p>	<p><b>Pages:</b> 3, 9-10, 18-20, 39-41, 50-51, 63-64, 100-104, 157, 213, 216-218, 223-224, 230-231, 246-247, 257-258, 270-272, 273-274, 302, 305, 309, 312-314, 321, 327-328, 337-338, 347-349, 363-364, 373, 389, 398, 409, 413-414, 419-420, 470-471, 477-478</p>
<p>The student relates literary movements to cultural contexts.</p>	<p>Pages relating to the literary and cultural background of texts: 3, 9-10, 18-20, 39-41, 50-51, 63-64, 100-104, 157, 213, 216-218, 223-224, 230-231, 246-247, 257-258, 270-272, 273-274, 302, 305, 309, 312-314, 321, 327-328, 337-338, 347-349, 363-364, 373, 389, 398, 409, 413-414, 419-420, 470-471, 477-478</p> <p><b>Análisis:</b> 3 p. 12; 1, 6 p. 49; 9, 10 p. 234</p> <p><b>Temas:</b> 1, 6 p. 12; 5, 6 p. 23; 3, 6 p. 23, 2, 4 p. 29; 3, 4 p. 50; 1, 4, 5 p. 99; 2, 4, 6 p. 222; 2, 3, 4 p. 226; 8-11 p. 234; 5-7 p. 262; 2 p. 308; 2 p. 312</p> <p><b>Actividad:</b> 3-5, 8-10 p. 15; 1, 4, 5, 7 p. 35; 8, 9, 12 p. 59; 1, 2, 10, 20 p. 152-154; 3 p. 227; 4-6 p. 243; 5 p. 264; 7 p. 317; 3, 9, 10 p. 319; 1, 2, 7, 8, 15, 16, 21 p. 382; 1, 2, 3 p. 403; 1, 6, 7, 11, 12 p. 466; 1-3, 6, 9 p. 488</p> <p><b>Cuestiones:</b> 3, 5 p. 16; 1, 4, 11 p. 37; 1, 2, 8 p. 61; 1-3, 5, 7, 11, 17 p. 155; 1, 3-7 p. 211; 2-7 p. 228; 1-3, 5, 8, 9, 13 p. 244; 1, 3, 7 p. 265; 7, 8 p. 301; 1, 4-6, 12, 20 p. 385; 1, 2, 4, 5, 11-13 p. 404; 1, 6, 7, 11, 17 p. 468; 1, 5, 6-9, 11, 12, 15, 16 p. 489</p>
<p>The student analyzes how texts reinforce or challenge perceptions of a majority culture.</p>	<p><b>Análisis:</b> 7 p. 417</p> <p><b>Temas:</b> 2, 4-6 p. 34; 2 p.58; 1-3 p. 49; 3, 4 p. 50</p> <p><b>Actividad:</b> 9 p. 36; 2, 3, 6, 7 p. 59; 2, 5-7, 9, 11 p. 155; 4 p. 210; 5-7 p. 234; 9 p. 264; 3, 4 p. 243; 7, 14, 16 p. 317; 1-4 p. 417; 3-6, 10-12, 18 p. 466</p> <p><b>Cuestiones:</b> 4, 5, 12, 13 p. 37; 1-4, 8 p. 60-62; 1-6 p. 265; 8, 10, 11 p. 320; 17, 18 p. 387; 3, 5, 6, 9-13 p.468; 7-11 p. 490; 9-13 p. 469</p>
<p>The student relates texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language.</p>	<p><b>Pages:</b> 1-3, 17-21, 24, 26, 27, 30-31, 39-41, 50, 51, 63-4, 100-104, 157-158, 213-218, 219-20, 223-224, 230-231, 236-237, 246-247, 267-272, 273-274, 302-303, 305-306, 309-310, 312-314, 321, 327-328, 337-338, 347-349, 363-365, 373, 389, 398, 406-407, 409, 413-414, 419-420, 470-471, 477-478</p> <p><b>Actividad:</b> 12 p. 153; 1-3, 6, 9, 11 p. 488</p> <p><b>Cuestiones:</b> 1-4 p.60; 6 p. 212; 9 p. 229; 2, 3, 5, 7-10 p. 244; 1-12 p. 265; 1, 4, 5, 18, 19 p. 385; 1, 3-6, 9-14 p. 468; 1, 5-7, 10, 11, 14, 15 p. 490</p>
<p>The student makes interdisciplinary connections to support analysis of literary and related texts.</p>	<p><b>Actividad:</b> 7 p. 243; 1-26 p. 382-384; Unidad 4 p. 403-405; 1, 2, 7, 12-14, 20 p. 466; Unidad 6 p.488</p> <p><b>Cuestiones:</b> 5, 6 p. 228; 18-20 p. 154; 1-7, 21 p. 385; 6 p. 152; 7 p. 153; 1, 3, 6, 8 p. 404</p>
<p>The student relates texts to contemporary global issues using the target language.</p>	<p><b>Temas:</b> 7 p. 152; 2 p. 308</p> <p><b>Actividad:</b> 2, 6 p. 16; 9 p. 36; 1, 3 p. 243; 2, 3, 5, 8, 9 p. 264; 1, 4, 5 p. 299; 7, 8, 14, 16 p. 318; 1, 2 p. 382; 4, 5, 7, 10, 11 p. 403-404; 5, 6, 8, 10-12, 16 p. 466-467; 1, 3, 5, 6, 9, 11 p. 488</p> <p><b>Cuestiones:</b> 9, 11 p. 38; 9-11 p. 61; 2, 11 p.155; 6 p. 212; 5, 8 p. 244; 3-8, 10-12 p. 265-266; 3-7 p. 300-301; 1, 4, 9-12 p. 319-20; 1, 2, 4, 5, 20, 22 p. 385-388; 4, 6-8, 13 p. 404-5; 4, 6, 7, 11, 13, 16, 17 p. 468-469; 1, 5-12, 14, 15 p. 490</p>

<p>The student uses information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints.</p>	<p><b>Actividad:</b> 2-11, 13 p. 14-15; 1, 4-8, 12, 13, 15 p. 35; 1, 9, 12 p. 59; 1, 4, 8, 19, 20 p. 153; 4, 5 p. 211; 4-9 p. 243; 1-3, 6 p. 264; 7, 9 p. 299; 1, 4, 7, 9, 10, 14, 15 p. 317; 1, 2, 4, 8, 9, 13, 16, 19, 20, 24-26 p. 382; 6, 8, 9 p. 403; 1, 2, 6, 7, 12, 13, 17 p. 466; 1-4, 6, 7, 10 p. 488</p> <p><b>Cuestiones:</b> 4, 5 p. 16; 1, 3, 5, 8 p. 37; 1, 4, 8, 9 p. 61; 1, 3, 6, 9, 12, 17 p. 156; 1, 8, 9 p. 211; 8, 9, 13, 14 p. 246; 5-7 p. 265; 1, 8 p. 300; 4, 7 p. 319; 1, 5, 13, 20 p. 385; 1, 6 p. 404; 1, 4, 7, 10, 14, 15 p. 468; 1, 3-5, 7, 9, 11, 15 p. 489</p>
<p>The student compares literary features of target language texts to those of other texts.</p>	<p><b>Temas:</b> 5, 6 p. 9; 3 p. 26; 3 p. 29; 3 p. 34; 3 p. 58; 4 p. 58; 12 p. 144; 2, 5 p. 222; 2-4 p. 226; 6, 7 p. 242; 6 p. 263; 3, 4 p. 304; 7 p. 308; 4 p. 336; 4, 5 p. 346; 3 p. 381; 4, 6 p. 397; 2 p. 402; 2, 3 p. 408; 5 p. 412; 1-4 p. 417; 8 p. 476; 5 p. 487</p> <p><b>Actividad:</b> 5 p. 211; 6 p. 264; 17, 24 p. 383; 1 p. 403; 14 p. 466; 7 p. 488</p> <p><b>Cuestiones:</b> 4, 6, 8, 9, 11, 16 p. 155-156; 8, 9 p. 212; 6, 7, 12 p. 245; 7, 9 p. 299; 11 p. 301; 2 p. 319; 8 p. 320; 19, 21 p. 387; 3, 5 p. 404; 2, 12 p. 468; 2, 4 p. 489; 13 p. 490</p>
<p>The student compares textual language and registers in target language texts produced in different historical, social, and geopolitical contexts.</p>	<p><b>Temas:</b> 1, 5 p. 9; 4, 5 p. 34; 1 p. 50</p> <p><b>Actividad:</b> 5 p. 13; 5, 6 p. 14; 4 p. 152; 6 p. 152; 1 p. 243; 6 p. 466</p> <p><b>Cuestiones:</b> 4, 5, 6 p. 37; 8 p. 59; 7 p. 155; 7 p. 229; 10 p. 235; 14 p. 387; 9 p. 405</p>
<p>The student compares cultural products, practices, or perspectives portrayed in texts to his or her own.</p>	<p><b>Temas:</b> 1-3, 7 p. 9; 2, 6 p. 34; 3 p. 262</p> <p><b>Actividad:</b> 3, 8, 9 p. 35; 1, 4, 10, 15 p. 152; 7 p. 211; 4, 6 p. 227; 1, 3 p. 243; 1, 4-6 p. 299; 2, 12 p. 317; 6, 14, 23 p. 382-383; 4, 5, 10, 11 p. 403; 5, 6, 8-11, 16, 19, 20 p. 466; 6, 8, 10 p. 488</p> <p><b>Cuestiones:</b> 11 p. 38; 9, 14 p. 36; 6 p. 91; 9 p. 245; 12 p. 266; 4-6 p. 300; 9-12 p. 320; 8 p. 405; 6, 7, 9 p. 469; 14, 16 p. 488; 8 p. 490</p>
<p>The student compares representations of key events produced through a variety of cultural perspectives.</p>	<p><b>Análisis:</b> 5 p. 58; 2, 4 p. 121; 8 p. 139; 5, 6 p. 234; 9 p. 298</p> <p><b>Temas:</b> 4 p. 50; 2 p. 58; 1, 2 p. 228; 3 p. 226; 2 p. 346</p> <p><b>Actividad:</b> 4 p. 152; 5 p. 243; 2, 5, 6 p. 382; 4, 5, 6, 11 p. 403; 7 p. 466; 4 p. 488</p> <p><b>Cuestiones:</b> 1-6 p. 16; 3 p. 34; 1 p. 37; 1, 2, 4, 5, 8 p. 60-61; 1, 13, 17 p. 155-156; 1, 5, 6 p. 228; 14 p. 245; 1 p. 265; 3 p. 300; 2, 3, 22 p. 385; 1 p. 404; 1, 8, 9, 14, 16 p. 468</p>
<p>The student deepens and reinforces understanding of literary texts through activities in the target language within and beyond the classroom setting.</p>	<p><b>Actividad:</b> 1-14 p. 14-15; 1-15 p. 35-36; 1-13 p. 60; 1-20 p. 152-153; 1-9 p. 210; 1-6 p. 227; 1-10 p. 243; 1-9 p. 264; 1-9 p. 299; 1-18 p. 317-318; 1-26 p. 382-384; 1-20 p. 466-7; 1-11 p. 488</p> <p><b>Cuestiones:</b> 1-13 p. 38; 1-11 p. 61-62; 1-17 p. 155-156; 1-10 p. 211-212; 1-9 p. 228-229; 1-14 p. 244-245; 1-12 p. 265-266; 1-14 p. 300-301; 1-12 p. 318-320; 1-22 p. 385-388; 1-11 p. 403-404; 1-13 p. 404-405; 1-17 p. 468-469; 1-16 p. 489-490</p>
<p>The student shares knowledge of literature and culture with communities beyond the classroom setting.</p>	<p><b>Actividad:</b> 14 p. 490; 10 p. 488</p>



## Learning Objectives for Language Usage in Support of Literary Analysis

<b>Learning Objective</b>	<b>Pages</b>
The student uses a variety of vocabulary appropriate to literary analysis.	Throughout the book <b>Learning Site:</b> Autoprueba de vocabulario
The student uses a variety of grammatical and syntactic structures.	In essays, throughout the book <b>Learning Site:</b> Essays (free Response) on each of 36 authors
The student produces comprehensible written work by observing writing conventions of the target language.	Throughout the book <b>Learning Site:</b> Essays (free Response) on each of 36 authors Learning Site Documents: Cómo enseñar el ensayo analítico; Guía para la corrección del ensayo, Frases conectoras para los ensayos; Guía de sinónimos
The student uses pronunciation that is comprehensible to the audience in oral communications.	In oral presentations, throughout the book
The student self-monitors and adjusts language production in oral and written communications.	<b>Learning Site:</b> Guía para la corrección del ensayo

