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## Mundo en Acción 1 Florida © 2026

## Correlated to the Florida World Language Standards 2025/2026, Spanish 1 (Course: (#0708340)

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		Evolungo information about familiants	I Student Edition, Dade 165, Activity 4
	MI K15 NH 3 5	Exchange information about familiar tasks	· •
	WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal	Student Edition, page 20, Activity 13
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	WL.K12.NH.3.2	topics and activities, including personal	Student Edition, page 20, Activity 13

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	WL.K12.NH.3.3	Exchange information using simple	Student Edition, page 55, Activity 11
		language about personal preferences, needs,	Student Edition, page 57, Activity 5
		and feelings.	Student Edition, page 145, Activity 12
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1			Student Edition, page 149, Activity 12
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		<del> </del>	Student Edition, page 185, Activity 3
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	WL.K12.NH.3.4	Ask and answer a variety of questions	Student Edition, page 25, Activity 9
		about personal information.	Student Edition, page 28, Activity 3
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			Student Edition, page 145, Activity 12
			Student Edition, page 146, Activity 4
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<del> </del>	WI KIONILOF	Exchange information about meeting	Student Edition, page 119, Activity 4
	WL.K12.NH.3.5		
		someone including where to go, how to get	Student Edition, page 181, Activity 6
		there, and what to do and why.	Teacher Edition, page 181, Activity 6 Extension
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	WL.K12.NH.3.6	Use basic language skills supported by	Student Edition, page 19, Activity 8
		body language and gestures to express	Student Edition, page 57, Activity 5
		agreement and disagreement.	Student Edition, page 119, Activity 4
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	WL.K12.NH.3.7	Ask for and give simple directions to go	Teacher Edition, page 178, Heritage Language
		somewhere or to complete a task.	Learners
			Student Edition, page 180, Activity 3
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	WL.K12.NH.3.8	Describe a problem or a situation with	Student Edition, page 41, Activity 3
		sufficient details in order to be understood.	Student Edition, page 83, Activity 10
		<del> </del>	Student Edition, page 115, Activity 4
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Presentational	WL.K12.NH.4.1	Provide basic information on familiar topics	Student Edition, page 26, Activity 2
Speaking		using phrases and simple sentences.	Student Edition, page 41, Activity 4
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	WL.K12.NH.4.2	Describe aspects of daily life using	Student Edition, page 50, Activity 9
		complete sentences.	Student Edition, page 83, Activity 9
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	WL.K12.NH.4.3	Describe familiar experiences or events	Student Edition, page 83, Activity 10
		using both general and specific language.	Student Edition, page 113, Activity 11
			Student Edition, page 120, Activity 5
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ı ⊢	WL.K12.NH.4.4	Present personal information about one's	Student Edition, page 26, Activity 2
		self and others.	Student Edition, page 27, Activity 4
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	Na 1642 2 2 2 2 2 2	Detail the main literature to the first	Student Edition, page 149, Activity 12
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	WL.K12.NH.4.5	authentic story in the target language with	Student Edition, page 149, Activity 12 Student Edition, page 63, Activity 4 Student Edition, page 124, Activity 2 Student Edition, page 157, Activity 5
		authentic story in the target language with prompting and support.	Student Edition, page 149, Activity 12 Student Edition, page 63, Activity 4 Student Edition, page 124, Activity 2 Student Edition, page 157, Activity 5 Student Edition, page 186, Activity 3
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		authentic story in the target language with prompting and support.  Use verbal and non verbal communication when making announcements or	Student Edition, page 149, Activity 12 Student Edition, page 63, Activity 4 Student Edition, page 124, Activity 2 Student Edition, page 157, Activity 5 Student Edition, page 186, Activity 3 Student Edition, page 25, Activity 9 Teacher Edition, page 25, Instructional
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### attitudes and their relationship to practices in the cultures studied.  ### accomprise different contributions from Countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, upon the different culture) and images of the target culture(s).  ### Connections  ### WL.K12.NH.6.4  ### WL.K12.NH.6.4  ### WL.K12.NH.6.4  ### Accomprise different contributions from Countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, upon the difference) and images of the target culture (s).  ### Accomprise our global society (e.g., food, music, art, upon the difference) and images of the target culture (s).  ### Accomprise our global society (e.g., food, music, art, upon the difference) and images of the target culture (s).  ### Accomprise our global society (e.g., food, music, art, upon the difference) and images of the target culture (s).  ### Accomprise our global society (e.g., food, music, art, upon the difference) and images of the target culture (s).  ### Accomprise of the target culture (s).  ### Accomprise of the target culture (s).  ### Accomprise our global society (e.g., food, music, art, upon the difference) and the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise our global society (e.g., food, music, art, upon the difference) and the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to access new knowledge from other disciplines.  ### Accomprise of the target language to a			culture.	
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WL.K12.NH.6.3   Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art., Student Edition, page 194, Activity 1   Teacher Edition, page 196, 190-191, Activities 1-2   Student Edition, page 199, Activities 1-2   Student Edition, pages 192, Activities 1-2   Student Edition, pages 193, Activity 4   Teacher Edition, page 193, Activity 4   Teacher Edition, page 193, Activity 4   Teacher Edition, page 48, Instructional Strategies Activity 2, Bullet 2   Student Edition, page 48, Activity 4   Student Edition, page 48, Activity 4   Student Edition, page 48, Activity 4   Student Edition, page 193, Activity 4   Student Edition, page 194, Activity 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 4   Student Edition, page 193, Activity 2, 3   Student Edition, page 193, Activity 3   Student Edition, page 194, Activity 3   Student			· · · · · · · · · · · · · · · · · · ·	
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WL.K12.NH.6.3   Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, identify cultural artifacts, symbols, and images of the target culture(s).   Student Edition, pages 128-129, Activities 1-2 Student Edition, pages 128-129, Activities 1-3 Student Edition, pages 128-129, Activities 1-3 Student Edition, pages 128-129, Activities 1-1 Student Edition, pages 128-129, Activities 1-1 Student Edition, pages 128-129, Activities 1-1 Student Edition, page 13, Instructional Strategies Activity 4 and Heritage Language Learners				Teacher Edition, page 164, Extension
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Spoken and how these contributions impact our global society (e.g., food, music, art, art) (e.g., food, music, art) (e.g., food, music, art) (dentify cultural artifacts, symbols, and images of the target culture(s).    Value		WL.K12.NH.6.3		
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