



¡Así se dice!

Glencoe Spanish **1**

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STANDARDS	PAGE REFERENCES
<p style="text-align: center;">STANDARD 7.1 Communication</p> <p style="text-align: center;"><i>ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.</i></p>	
<p style="text-align: center;">Intermediate-Low Learner Range</p> <p style="text-align: center;"><i>According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</i></p>	
<p>7.1 A. Interpretive Mode (understanding and interpretation of spoken or written communication)</p>	
<p>1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p>Student Edition: 199 #9, 232 #2, 249 B, 261 #7, 334 #3, 341 #2, 389 #7</p> <p>Teacher Wraparound Edition: TPR 23, 59, 128, 133, 163, 167, 197, 200, 231, 234, 237, 266, 271, 299, 303, 332, 337, 366-367, 371, 362D</p>

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<p>2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.</p> <ul style="list-style-type: none"> ▶ Eye contact and interpersonal social distance ▶ Table manners and telephone practices 	<p>Student Edition: 3 #7 <i>Comparaciones</i> 30 <i>Greeting people</i> 2-3 <i>Saying good-bye</i> 4-5 <i>Speaking politely</i> 6-7</p> <p>Teacher Wraparound Edition: CI 2; Comp 3; Dif 105, 212, 280; Exp 262C; GT 27, 101</p>
<p>3. Discuss people, places, objects, and daily activities based on oral or written descriptions.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era) 	<p>Student Edition: <i>¿Comprendes?</i> 43, 77, 113, 147, 181, 215, 251, 283, 317, 351, 385</p> <p>Teacher Wraparound Edition: CI 44; Conex 145, 217, 283, 353; Cul 181; Dif 77, 215</p>
<p>4. Comprehend conversations and written information on a variety of topics.</p> <ul style="list-style-type: none"> ▶ Academic and social interests ▶ Current or past issues and events at home or in the target country 	<p>Student Edition: <i>Conversación</i> 40-41, 74-75, 110-111, 144-145, 178-179, 212-213, 248-249, 280-281, 314-315, 348-349, 382-383 <i>Lectura cultural</i> 42-43, 76-77, 113-114, 180-181, 214-215, 250-251, 282-283, 316-317, 350-351, 384-385 <i>Un poco más</i> 148-149, 182-183, 284-285, 318-319, 386-387</p>
<p>5. Apply knowledge and skills gained in other core content areas to the learning of the target language.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country) ▶ Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture) ▶ Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems) ▶ Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions) 	<p>Student Edition: 16 #2 <i>Conexiones</i> 11, 44, 98, 102, 203, 374, 376 <i>Lectura cultural</i> 282-283 <i>Un poco más</i> 252-253</p> <p>Teacher Wraparound Edition: Con 45, 69, 79, 98, 203, 214, 217, 353, 376; CP 328C; Dif 15, 283; HS 9</p>

STANDARDS	PAGE REFERENCES
<p>6. Identify the main idea and theme, and describe the main characters and setting in readings from age appropriate, culturally authentic selections.</p>	<p>Student Edition: <i>Literatura 1</i> 398-401 <i>Literatura 2</i> 402-405 <i>Literatura 3</i> 406-409 Teacher Wraparound Edition: CI 399, 403, 407-408</p>
<p>7. Compare and contrast unique linguistic elements in English and the target language.</p> <p>► Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)</p>	<p>Student Edition: <i>Adjetivos</i> 32 <i>¡Así se dice!</i> 270, 336 <i>Comparaciones</i> 95, 100 <i>Conexiones</i> 374 <i>Los verbos interesar, aburrir, gustar</i> 175 <i>Presente de saber y conocer</i> 308 <i>Ser y estar</i> 204 Teacher Wraparound Edition: Comp 30, 35</p>
<p>7.1 B. Interpersonal Mode (direct spoken or written communication)</p>	
<p>1. Give and follow a series of oral and written directions, commands, and requests for participating in age appropriate classroom and cultural activities.</p>	<p>Student Edition: 322 #1, 356 #3, 390 #5 <i>Comunicación</i> 135, 309, 339, 380 Teacher Wraparound Edition: Dif 235, 380; MI 133; TPR 59, 97, 128, 163, 231, 266, 303, 337, 371</p>
<p>2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p>	<p>Student Edition: 2 #2, 4 #3, 13 #2, 48 #3 <i>¡Así se dice!</i> 26, 92, 270 <i>Comunicación</i> 5, 25, 135, 273, 339 <i>Para conversar</i> 23, 133 Teacher Wraparound Edition: A 163; CI 2, 4, 40, 212; Dif 5, 6, 67, 74, 105, 178, 280; GT 101</p>

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<p>3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <ul style="list-style-type: none"> ▶ Reactions to an incident occurring in school or an event taking place in the school, community, or world ▶ Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms) ▶ Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution) 	<p>Student Edition: 13 #3, 48 #2, 71 #9, 101 #2, 186 #4, 198 #1, 256 #1, 322 #2, 341 #2, 379 #8 <i>Comunicación</i> 37, 65, 139, 174, 243</p> <p>Teacher Wraparound Edition: <i>Com</i> 24, 29, 99</p>
<p>4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.</p> <ul style="list-style-type: none"> ▶ Grade level social studies topics (e.g., family celebrations and coming of age customs) 	<p>Student Edition: 256 #5, 288 #1, 322 #5, 356 #5 <i>Comunicación</i> 141, 171, 233, 243, 276</p> <p>Teacher Wraparound Edition: <i>Com</i> 345; <i>CP</i> 262C; <i>Cul</i> 267</p>
<p>5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.</p>	<p>Student Edition: <i>¿Comprendes?</i> 401, 405, 409</p> <p>Teacher Wraparound Edition: <i>CI</i> 399, 403, 407-408</p>
<p>6. Identify professions and careers that require proficiency in a language other than English</p> <ul style="list-style-type: none"> ▶ Career preparation skills needed to engage in these professions 	<p>Student Edition: <i>Carreras</i> 210, 240 <i>Why learn Spanish?</i> SH 1</p> <p>Teacher Wraparound Edition: <i>Ca</i> 241; <i>HS</i> 42</p>
<p>7.1 C. Presentational Mode (spoken or written communication for an audience)</p>	
<p>1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media) 	<p>Student Edition: <i>Comunicación</i> 139, 174, 205, 210, 243, 301 <i>Conexiones</i> 11</p> <p>Teacher Wraparound Edition: <i>Com</i> 29, 139, 174, 233, 276, 339, 373; <i>CP</i> 124C, 158C, 226C, 362C; <i>Cul</i> 124D, 226D; <i>Dif</i> 280, 314, 348, 382</p>

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<p>2. Use language creatively in writing to respond to a variety of oral or visual prompts.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers) 	<p>Student Edition: 49 #2, 83 #2, 119 #2, 153 #2, 187 #2, 221 #2, 257 #2, 289 #2, 323 #2, 357 #2, 391 #2 <i>Comunicación #9</i></p>
<p>3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text) 	<p>Student Edition: <i>¿Comprendes?</i> 215, 401, 405, 409 Teacher Wraparound Edition: B(2) 408; Dif 215, 400</p>
<p>4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.</p> <ul style="list-style-type: none"> ▶ Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices) 	<p>Student Edition: 3 #7, 37 #14, 113 C, 147 D, 152 #3, 181 D <i>¿Cómo somos?</i> 20-21 <i>Cultura</i> 113 <i>Practice for written proficiency</i> 153, 323 Teacher Wraparound Edition: Comp 3; Cul 18D, 113, 181; Dif 3</p>

STANDARDS

PAGE REFERENCES

STANDARD 7.2

Culture

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Intermediate-Low Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.

7.2 A. Interpretive Mode (understanding and interpretation of spoken or written communication)

<p>1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.</p>	<p>The following pages introduce cultural practices and can be used to help meet this standard.</p> <p>Student Edition: <i>Cultura</i> 12, 113 <i>De compras</i> 318-319 <i>El camping</i> 386-387 <i>La comida en otras partes</i> 146-147 <i>Los deportes de equipo</i> 180-181 <i>Mercados indígenas</i> 316-317 <i>¿Quiénes trabajan?</i> 114-115 <i>Una merienda ¿Dónde?</i> 148-149</p> <p>Teacher Wraparound Edition: Comp 35; Cul 54D, 78, 113, 158D, 192D, 226D, 267; CS 194-195, 284; GT 317</p>
<p>2. Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).</p>	<p>Student Edition: <i>Cultura</i> 206, 355 <i>El avión en la América del Sur</i> 350-351 <i>Julio en Argentina</i> 252-253 <i>Mascotas</i> 78-79</p> <p>Teacher Wraparound Edition: CS 56-57, 228-229, 350; GT 179, 231, 350</p>
<p>3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).</p>	<p>The following pages introduce cultural perspectives of the target culture(s) and can be used to help meet this standard.</p> <p>Student Edition: <i>Refrán</i> 39, 73, 109, 143, 177, 211, 247, 279, 313, 347, 381</p> <p>Teacher Wraparound Edition: Cul 192D; Re 39, 73, 177, 279</p>

STANDARDS	PAGE REFERENCES
<p>4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.</p>	<p>The following pages introduce various tangible products of the target culture(s) and can be used to help meet this standard.</p> <p>Student Edition: <i>¿Cómo somos?</i> 20-21 <i>Cultura</i> 137, 143, 206, 316, 317, 355 <i>GeoVistas</i> SH42-SH65 <i>¿Qué comemos y dónde?</i> 126-127 <i>¡Vamos de compras!</i> 296-297</p> <p>Teacher Wraparound Edition: Cul 18D, 124D, 158D, 226D, 262D, 294D; GT 231</p>
<p>7.2 B. Interpersonal Mode (direct spoken and written communication)</p>	
<p>1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.</p>	<p>Student Edition: 2 #1, 3 #6, 7 #3, 47 #7, 186 #2 <i>Comunicación</i> 25, 135, 174 <i>El verbo ser</i> 34-35 <i>Para conversar</i> 133</p> <p>Teacher Wraparound Edition: Dif 6, 105, 133; Com 37; CP 124C, 262C</p>
<p>2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.</p>	<p>The following pages introduce age-appropriate, culturally authentic selections and can be used to help meet this standard.</p> <p>Student Edition: <i>Literatura 1</i> 398-401 <i>Literatura 2</i> 402-405 <i>Literatura 3</i> 406-409</p>
<p>3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.</p>	<p>Student Edition: 118 #3, 152 #3 <i>Aquí y Allí</i> 263 <i>¿Cómo somos?</i> 20-21 <i>Cultura</i> 71, 140, 175, 190 <i>¿Quiénes trabajan?</i> 114-115 <i>Una merienda ¿Dónde?</i> 148-149</p> <p>Teacher Wraparound Edition: CP 262C; Cul 181</p>

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<p>4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.</p>	<p>The following pages introduce characteristics of the school community in the target culture and can be used to help meet this standard.</p> <p>Student Edition: <i>¿Cómo somos?</i> 20-21 <i>Cultura</i> 94, 99, 105, 113 <i>En clase y después</i> 90-91 <i>Escuelas aquí y en Latinoamérica</i> 112-113</p> <p>Teacher Wraparound Edition: <i>Cultura</i> 113</p>
<p>5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.</p>	<p>The following pages introduce past and present issues, events, and/or trends and can be used to help meet this standard.</p> <p>Student Edition: <i>Conexiones</i> 145 <i>El camping</i> 386-387 <i>Literatura 1</i> 398-401</p> <p>Teacher Wraparound Edition: <i>Comun</i> 70; <i>Con</i> 45, 145, 214, 217; <i>CS</i> 161, 399, 400, 401; <i>Cul</i> 398</p>
<p>7.2 C. Presentational Mode (spoken and written communication for an audience)</p>	
<p>1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).</p>	<p>The following pages introduce products and practices of the target culture(s) and can be used to help meet this standard.</p> <p>Student Edition: <i>¿Cómo somos?</i> 20-21 <i>Cultura</i> 13, 113, 137, 143, 206, 316, 317, 355 <i>GeoVistas</i> SH42-SH65 <i>Mercados indígenas</i> 316-317 <i>¿Qué comemos y dónde?</i> 126-127 <i>¡Vamos de compras!</i> 296-297</p> <p>Teacher Wraparound Edition: <i>Comp</i> 35; <i>Cul</i> 18D, 54D, 78, 113, 124D, 158D, 226D, 262D, 294D; <i>CS</i> 194-195, 284; <i>GT</i> 231, 317</p>

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<p>2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.</p>	<p>The following pages introduce expressive products of the target culture(s) and can be used to help meet this standard.</p> <p>Student Edition: <i>Cultura</i> 35, 43, 287 <i>En tu tiempo libre</i> 264-265</p> <p>Teacher Wraparound Edition: Con 214, 217; Cul 18D, 88D, 158D, 226D, 262D, 294D, 328D, 362D</p>