



MAINE
Modern and Classical Languages
Middle Grades 5-8 and Secondary Grades
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OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
A. PERSON-TO-PERSON COMMUNICATION			
Students will develop communication skills for direct conversation and written correspondence. Students will be able to:			
MIDDLE GRADES 5-8			
1. Exchange information about personal events or familiar situations by using strings of short sentences.	SE: 21 #12, 37 #4 ¿Qué tal? 2 ¡Hola, amigo(a)! 5 Para continuar 26 Historieta 45 TWE: P 5, 36 PV 12 PC 26 NS 42 WD 46	SE: R33 Conversación R11, R20, R30, R38 Historieta R12 TWE: P R11, R20, R30, R38 PC R23	SE: Actividades comunicativas 13, 15, 25, 34, 51 Actividades comunicativa 15 TWE: CL 13, 41 PA 37, 39 AP 42
2. Ask for and give directions and simple instructions.	SE: 145 #5, 162 #1, 162 #2, 163 #5 & #6, 195 #3, 195 #4 Después de leer 161 Vamos a hablar más 187 TWE: O 13 RAS 291 NOTE: At a study level in which the command form of verbs has not yet been presented, following directions is preparation for future understanding of giving directions.	SE: R25, R41 Estructura 300, 330, 332 Para continuar 301-302 TWE: P 300, 332 PC 300-302 APC 301-302	SE: Escenas de la vida 10-11 Actividades comunicativas 13 Using Commands 188 Práctica 189 TWE: NS 9 TCV 10 LP 10 TT 13, 189 TS 188

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3. Compare and contrast people, objects, and events by using short sentences.	SE: 20#9, 21 #11, 21 #12, 36 #1, 36 #2 <i>Para empezar</i> 16 <i>Historieta</i> 21 <i>Para continuar</i> 24 TWE: PC 16, 24 V 21 RAS 27	SE: R15, R33 <i>Estructura</i> 144 <i>Para continuar</i> 145 <i>Vamos a hablar más</i> 147 TWE: E R15, R33 NS R34 APC 145 WD 147	SE: <i>Historieta</i> 26 <i>Comprensión</i> 28 TWE: NS xii CL 22, 41 CTA 24 AN 28 PA 37, 39 AP 42
SECONDARY GRADES			
1. Compare and contrast people, things, and events by using strings of sentences.	SE: 27 #27, 37 #5, 47 #5 <i>Para continuar</i> 24, 26 <i>Vamos a hablar más</i> 29, 89 TWE: P 18-19, 24 PC 26 ATV 29, 89	SE: <i>Para continuar</i> 145 <i>Vamos a hablar más</i> 147 <i>Estructura</i> 244 <i>Historieta</i> 245 TWE: E R15, R33 APC 145, 245 WD 147 NS 244	SE: <i>Actividades comunicativas</i> 51, 71, 87 <i>Escenas de la vida</i> 68-69 TWE: NS 53, 68, 69 CP 59 LP 61 DYK 84
2. Clarify and ask for clarification in conversation or brief written exchanges.	SE: 24 #18, 24 #19, 36 #3, 55 #16, 57 #20, 61, 85 #17 <i>Conversación</i> 232 TWE: NS 42 PC 85	SE: <i>Estructura</i> 200, 203 <i>Para continuar</i> 201-202, 203-205 TWE: APC 201, 202, 203, 204, 205 P 203, 204 NOTE: The conditional verb forms are often used for clarification.	SE: <i>Actividades comunicativas</i> 13, 25, 71 <i>Lenguaje</i> 14 <i>Actividades comunicativa</i> 15 <i>Práctica</i> 90 TWE: TT 13, 15 LP 85, 86

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	SPANISH 1	SPANISH 2	SPANISH 3
3. Present and exchange information about current, past, and future events regarding issues of personal interest.	SE: 51 #10, 51 #11, 55 #17, 69 #3, 283 #16, 299 #4 <i>Vamos a hablar más</i> 291 TWE: CP 13 PC 55, 283 ATT 69	SE: <i>Estructura</i> 100, 103, 105, 140 <i>Para continuar</i> 101-102, 103-104, 105, 141-143 TWE: APC 141, 142 P 142	SE: <i>Repaso de Estructura</i> 75-76, 77-78 <i>Práctica</i> 76-77, 78, 79 <i>Actividades comunicativas</i> 83 TWE: TS 75 AP 76 TT 77 CL 77 NS 83
B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language. Students will be able to:			
MIDDLE GRADES 5-8			
1. Answer questions on the content of announcements and messages on familiar topics.*	SE: 151, 161, 187, 209 <i>Infor-med</i> 251 TWE: ASL 86 LR 150, 161, 187, 209, 251	SE: <i>Para empezar</i> 94-95 TWE: VI 57, 89, 121, 159, 189, 221, 259, 289 PC 94 ANP 94, 95 NOTE: The <i>Tecnotur Video</i> segments provide an excellent opportunity for students to answer questions demonstrating comprehension of oral Spanish.	SE: 24, 27, 32, 86 <i>Comprensión</i> 25, 28, 33, 87 <i>Actividades comunicativas</i> 87 <i>Práctica</i> 169A TWE: LR 28
2. Follow a set of directions to develop a product (e.g., origami bird, greeting card).	SE: <i>Vamos a hablar más</i> 155 B TWE: CP 13, 43, 75, 103, 169, 273, 373, 403, 433 RAS 132	SE: 99 #13, 117 #4, 117 #5 <i>Después de leer</i> 115 C, 153 C TWE: ANP 99 ADL 115 DL 115 WD 116 ATT 117	SE: <i>Actividades comunicativas</i> 25, 57, 74, 182, 195 TWE: TT 25 CL 62 PA 69, 169 NS 195

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3. Read and evaluate simple written sentences by editing, revising, and creating a final draft.	SE: 299 #4 <i>Writing Strategy</i> 69, 97, 299 TWE: WD 36, 69, 97, 298 WS 69, 97, 299	SE: <i>Historieta</i> 102 <i>Después de leer</i> 115 C TWE: WD R23, R31, 95, 109, 142, 147, 148 ADL 115 DL 115	SE: <i>Actividades comunicativas</i> 7, 34 <i>Práctica</i> 17, 18-19, 169, 171, 173, 179, 184-185 TWE: CL 7
4. Identify the primary messages in short written informational texts on familiar topics.*	SE: <i>Después de leer</i> 63, 64, 65, 67, 91 TWE: ADL 63, 64, 65, 67, 91 PO 63 DL 91	SE: <i>Lecturas culturales</i> 110-111 <i>Después de leer</i> 111, 113, 115 <i>Lectura opcional</i> 112-113 <i>Conexiones</i> 114-115 TWE: ADL 111, 113, 115 PO 111 RAS 115	SE: 27, 29, 45, 60, 62-63 <i>Comprensión</i> 28, 64 <i>Práctica</i> 45, 61 TWE: LP 29
5. Read and interpret multiple-step written directions.*	SE: 69 #3, 69 #4, 83 #13, 86 #19, 86 #20, 97 #4, 97 #5, 128 #1, 128 #2, 129 #4, 129 #5 TWE: ANP 83	SE: 99, 117 #4, 117 #5, 139, 143, 147 <i>Vamos a hablar más</i> 109 <i>¡Te toca a ti!</i> 154-155 TWE: ATV 109 ATT 117	SE: <i>Actividades comunicativas</i> 34, 47, 51, 65, 71, 177, 182, 193, 195 TWE: PA 39
6. Read and interpret simple printed information such as advertisements and posters.*	SE: 151, 161, 178, 209, 232 <i>Vamos a hablar más</i> 187 TWE: LR 150, 161, 187, 209, 232	SE: 102 #18, 154 #1 <i>Conexiones</i> 114-115 <i>Después de leer</i> 115, 153 TWE: PC 102 #18 APC 102 ADL 115 RAS 115 NS 117	SE: 24, 27, 38, 175 <i>Comprensión</i> 25, 28, 175-176 <i>Práctica</i> 169A TWE: LR 28 DYK 38

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7. Demonstrate understanding of the main ideas and supporting details of short narratives on familiar topics.*	SE: 114 #13 <i>Después de leer</i> 123, 124, 125, 127, 157 TWE: PC 114 ADL 123, 124, 125, 127, 157	SE: <i>Conversación</i> 108 <i>Después de conversar</i> 108 <i>Conexiones</i> 114-115 <i>Después de leer</i> 115 TWE: R31 P 108, 115 ADC 108 ADL 115 RAS 115	SE: 29, 45, 60, 62-63 <i>Práctica</i> 45, 61 <i>Comprensión</i> 64, 70 <i>Escenas de la vida</i> 68-69 TWE: LP 29
8. Recognize common oral phrases and structures.	SE: <i>Conversación</i> 28, 60, 88, 120, 232 TWE: ASL 112, 113, 147, 154, 187	SE: <i>Conversación</i> 122, 146, 176 <i>Después de conversar</i> 146, 176 <i>Historieta</i> 172 TWE: P 146, 176 ADC 146, 176 O 200	SE: <i>Escenas de la vida</i> 10-11, 68-69 <i>Actividades comunicativas</i> 13 <i>Lenguaje</i> 14 <i>Actividad comunicativa</i> 15 TWE: CL 13 TT 13 TCV 68 ASL 69 PAR 69
9. Collect data or identify main ideas and themes from authentic television, radio, or live programs from another culture.*	SE: <i>Tecnotur</i> 41, 73, 101, 133, 167, 199 TWE: VI 41, 73, 101, 133, 167, 199	SE: <i>Tecnotur</i> 29, 57, 89, 121, 159, 189 TWE: VI 29, 57, 89, 121, 159, 189	SE: <i>Antes de leer</i> 145 <i>Vocabulario</i> 145 <i>Práctica</i> 145 <i>Introducción</i> 146 <i>Lectura</i> 146-148 <i>Comprensión</i> 149 <i>Actividades comunicativas</i> 149 TWE: NS 145 TT 145 LA 148

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	SPANISH 1	SPANISH 2	SPANISH 3
SECONDARY GRADES			
1. Demonstrate comprehension of selected short samples of spoken language.	SE: <i>Conversación</i> 120, 134, 154, 186 <i>Después de conversar</i> 120, 134, 154, 186 TWE: ADC 120, 134, 154 GT 155	SE: <i>Conversación</i> 176, 208, 246, 276 <i>Después de conversar</i> 176, 208, 246, 276 TWE: ADC 176, 208, 246, 276	SE: <i>Escenas de la vida</i> 10-11, 68-69 <i>Comprensión</i> 12, 70 TWE: TCV 10, 68 AN 12, 70 NS 69 ASL 69 PAR 69
2. Demonstrate understanding of the main ideas of non-fiction oral presentations such as newscasts and documentaries.	SE: 227 #5 <i>Después de leer</i> 221 <i>Spanish Online</i> 231 TWE: AC 193 VI 199 TR 200D CP 201 PO 221 GT 221 DL 221	SE: <i>Después de leer</i> 149, 179, 210 TWE: TC 128-129, 228-229, 356-357, 456-457 GT 148, 179, 211	NOTE: Teachers are encouraged to meet this objective through the use of cable television and other native Spanish resources.
3. Demonstrate comprehension of short written texts that contain some unfamiliar content.	SE: <i>Lecturas culturales</i> 188, 220 <i>Después de leer</i> 189, 191, 221 <i>Lectura opcional</i> 191 <i>La pintura</i> 193 TWE: ADL 189, 191, 221 FF 220	SE: <i>Lecturas culturales</i> 110-111 <i>Después de leer</i> 111, 113, 115 <i>Lectura opcional</i> 112-113 <i>Conexiones</i> 114-115 TWE: ADL 111, 113, 115 PO 111 RAS 115	SE: 82, 86 <i>Comprensión</i> 83, 87, 95, 101 <i>Lectura</i> 94, 99-100 <i>Introducción</i> 98 TWE: TT 87 LA 94

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
4. Identify the main ideas and supporting details of an informational text such as a letter, story, poem, or newspaper.	SE: <i>Comer bien</i> 264-265 <i>Después de leer</i> 265, 471, 476 <i>Versos sencillos</i> 471 <i>Una moneda de oro</i> 474-476 TWE: DL 265, 476 R 265 LC 463 O 470 ADL 471	SE: 462, 466-467, 470, 474-475 <i>Después de leer</i> 463, 467, 471, 476-477 TWE: ADL 463, 467, 471, 476-477	SE: 32 <i>Comprensión</i> 33-34, 47, 51 <i>Actividades comunicativas</i> 34, 65 <i>Lectura</i> 46, 50 TWE: TRE 32, 46 LA 46 NS 46
5. Demonstrate understanding of the main ideas and supporting details of brief discussions and presentations about familiar topics.	SE: <i>Vamos a hablar más</i> 219 <i>Conversación</i> 232, 258, 350 <i>Después de conversar</i> 232, 258, 350 TWE: VHM 219 ADC 232, 258, 350 P 350	SE: <i>Conversación</i> 108 <i>Después de conversar</i> 108 <i>Conexiones</i> 114-115 <i>Después de leer</i> 115 TWE: R31 P 108, 115 ADC 108 ADL 115 RAS 115	SE: 62-63 <i>Escenas de la vida</i> 10-11, 68-69 <i>Comprensión</i> 12, 64, 71 <i>Actividades comunicativas</i> 57 TWE: CP 59 TRE 62 CL 63 AN 64
6. In the study of Latin or ancient Greek, recognize the grammatical structures essential to understanding a short narrative or reading passage.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.
7. In the study of Latin or ancient Greek, translate a narrative into English.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.	See Glencoe's <i>Latin for Americans Course 1</i> © 2003.

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C. ORAL AND WRITTEN PRESENTATIONS			
Students will develop skills in oral and written presentation for one-way communication with an individual or a group. Students will be able to:			
MIDDLE GRADES 5-8			
1. Write notes or short letters, on topics of personal interest, by using a series of connected sentences.	SE: 128 #3, 129 #4, 129 #5, 195 #3, 195 #4, 299 #4 <i>Writing Strategy</i> 267 TWE: CP 13 WD 36, 267	SE: 25 #4, 25 #5, 53 #5 <i>Writing Strategy</i> 25, 53 TWE: WD 24, 53, 147 WS 25, 53 ATT 25 CTA 53	SE: <i>Actividades comunicativas</i> 7, 47, 65, 74, 101, 182, 229, 255 TWE: VE 156 AP 182
2. Use strings of short sentences to make informative oral presentations on topics of personal interest.	SE: 89 A, 121 B, 121 C, 135 #2, 145 #6, 149 #11, 153 #22, 155 B, 267 #6 TWE: VHM 121	SE: R14 #6, R41 #7, 9 #9, 24 #1, 24 #2, 52 #2, 75 #25 TWE: NS xxxvi O R2 P R10	SE: <i>Actividades comunicativas</i> 110, 119 TWE: CL 104, 115 CTA 104, 109, 147 PA 121 AP 125, 145
3. Prepare stories or brief written reports on daily life or on a topic studied in another subject area.	SE: 69 #3, 69 #4, 97 #5, 153 #22, 299 #4 TWE: WD 36, 69 ATT 69 VHM 89 WS 97 E 153	SE: 85 #7 <i>Writing Strategy</i> 85 <i>Conexiones</i> 152-153 <i>Después de leer</i> 153 TWE: WS 85 WD 85 NS 152 O 152 P 153 ADL 153 DL 153	SE: <i>Actividades comunicativas</i> 7, 65, 83, 101, 156, 182, 195 TWE: NS 83, 195 AP 124

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
4. Write summaries of the main ideas, events, people, places, and things in various materials which are written in the second language.	SE: 97 #5, 227 #5, 227 #6, 227 #7 <i>Historieta</i> 114 <i>Después de leer</i> 123 <i>Writing Strategy</i> 227 TWE: WS 97, 227 WD 227	SE: R7 #7 TWE: WD R7, R12, R23, R31, 24, 74, 85, 147, 148	SE: 86, 175 <i>Comprensión</i> 12, 25, 28, 33, 47, 87 <i>Actividades comunicativas</i> 177, 182 TWE: AP 86 TT 87 NOTE: The teacher has the option to give the above assignments as either oral or written exercises in summary.
5. Write about their feelings regarding a special person or event.	SE: 226 #1, 226 #3, 226 #4, 227 #7, 267 #6 <i>Writing Strategy</i> 227, 267 TWE: WS 227 WD 227, 267	SE: 25 #4, 25 #5, 53 #5 <i>Historieta</i> R24 #9 <i>Writing Strategy</i> 25, 53 TWE: WD R23, 24, 53 WS 25, 53 ATT 25	SE: <i>Actividades comunicativas</i> 47, 51, 57, 83, 101, 110, 156 TWE: AP 44 CL 77 NS 83
SECONDARY GRADES			
1. Use short paragraphs to summarize the content of simple articles, documents, or oral texts written in the second language.	SE: <i>Lecturas culturales</i> 30 <i>Historieta</i> 79 <i>Después de leer</i> 123 TWE: PC 24 NS 30 P 30 WD 31 PO 63 V 79 ADL 123	SE: R12 #4, R22 #5, 117 #6 TWE: WD R7, R12, R14, R23, R31, 95, 148 WS 117	SE: <i>Escenas de la vida</i> 10-11 <i>Comprensión</i> 12, 25, 28, 33, 47, 87 <i>Actividades comunicativas</i> 177, 182 TWE: AP 86 TT 87 NOTE: The teacher has the option to give the above assignments as either oral or written exercises in summary.

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2. Write effective letters for various purposes.	SE: 69 #3, 128 #3, 129 #4, 129 #5, 195 #4, 267 #5, 299 #4 TWE: CP 13 WD 267 ATT 299	SE: 25 #4, 53 #5 <i>Writing Strategy</i> 25, 53 TWE: WD 24, 53 WS 25, 53 ATT 25 CTA 53	SE: <i>Actividades comunicativas</i> 7, 47, 65, 74, 101, 182, 255, 266 TWE: VE 156 AP 182
3. Write an explanation supporting an opinion on a topic of personal importance.	SE: 163 #5, 195 #3, 195 #4, 195 #5, 267 #6 <i>Writing Strategy</i> 267 TWE: ATT 163, 195 NS 163 DPF 169 WD 195	SE: 53 #5, 117 #6 <i>Writing Strategy</i> 53, 185 TWE: WS 53, 117, 185 WD 53, 147, 185 CTA 53	SE: <i>Actividades comunicativas</i> 51, 57, 83, 101, 110, 156, 366 TWE: AP 44 CL 77 NS 83
4. Describe past, present, or future events in areas of public interest.	SE: 69 #3, 163 #6, 283 #16, 289 #29, 299 #4 <i>Historieta</i> 284 <i>Vamos a hablar más</i> 291 TWE: ATT 69 PC 283, 289	SE: <i>Estructura</i> 100, 103, 140 <i>Para continuar</i> 101-102, 103-104, 141-143 TWE: APC 101, 102, 141, 142, 143 SO 102	SE: <i>Estructura</i> 134, 135, 367-368 <i>Práctica</i> 134-135, 164, 165, 368-369 <i>Repaso de Estructura</i> 163, 164 TWE: AN 134-135, 164
5. Give directions for carrying out a multi-step task.	SE: 145 #5, 162 #1, 162 #2, 163 #5 & #6, 195 #3, 195 #4 <i>Después de leer</i> 161 <i>Vamos a hablar más</i> 187 TWE: O 13 RAS 291 NOTE: At a study level in which the command form of verbs has not yet been presented, following directions is sufficient preparation for future understanding of giving directions.	SE: 304 #21, 307 C <i>Estructura</i> 300, 303, 330, 332 TWE: P 300, 303, 330, 332 APC 304 ATV 307	SE: <i>Actividades comunicativas</i> 13 <i>Giving Commands</i> 126-127 <i>Práctica</i> 127-128, 189 <i>Using Commands</i> 188 TWE: TT 13, 126, 127, 189 TS 126, 188

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6. Plan and deliver a report on a self-selected topic.	SE: 69 #4 TWE: HH 13 LPH 13 DPF 169 UR 201 UE 201 UA 201 AV 273 AH 305 UC 403	SE: 117 #6 <i>Lectura opcional</i> 20-21, 151 <i>Lecturas culturales</i> 46-47, 148 <i>Conexiones</i> 82-83, 152-153 TWE: CP 1 WS 117 TC 128, 356 NOTE: Teachers may assign students to write a report on the topic of their choice from the <i>Teacher's Corner</i> extra reading selections, <i>Lecturas</i> , or <i>Conexiones</i> presented in this objective.	SE: <i>Actividades comunicativas</i> 7, 47, 65, 83, 88, 366 TWE: GC 47 CL 77 NS 83 AP 250
7. Use paraphrasing, predictions of what comes next, or other techniques to demonstrate their understanding of selected examples of authentic spoken language.	SE: <i>Después de leer</i> 63, 64, 65, 67, 91 TWE: ADL 63, 64, 65, 67, 91 PO 63 CTA 302	SE: <i>Después de conversar</i> 16, 44, 76, 108, 146, 336 TWE: ADC 16, 44, 76, 108, 146, 336	SE: <i>Escenas de la vida</i> 10-11, 68-69, 210-211, 252-253 <i>Comprensión</i> 12, 70, 212, 254 TWE: LP 10 CTA 11 AN 212 PA 253

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D. WORKINGS OF LANGUAGE Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:			
MIDDLE GRADES 5-8			
1. Recognize that words have grammatical gender (e.g., in French: “le gouvernement” and “la nation”), as well as natural gender (e.g., “lion” and “lioness”).*	SE: 23 #14, 23 #15 <i>Estructura</i> 22 <i>Historieta</i> 22 <i>Describing a person or thing</i> 23 <i>Para continuar</i> 24 TWE: P 22, 25 APC 22, 23 E 23 A 25	SE: <i>Vocabulario</i> 292, 293, 296, 297, 322, 323, 326, 327 TWE: ASL 293, 425 VE 327	SE: <i>Vocabulario</i> 8, 104-105, 129-130 <i>Práctica</i> 9, 106, 130 TWE: AN 9, 106, 130 AP 105 CL 129
2. Demonstrate ways of expressing respect and communicating status differences in the second language and English.*	SE: 2, 3 <i>Talking formally and informally</i> 87 <i>Para continuar</i> 87 <i>Talking about things people do</i> 112-113 <i>¿Lo sabes?</i> 112 TWE: P 3, 87 NS 3 APC 87 ASL 112, 113	SE: <i>Estructura</i> 300, 330, 332 <i>Para continuar</i> 301-302, 331, 333 TWE: P 300, 330 PC 300-302, 331 APC 301-302, 331	SE: 248-249 <i>Cultura</i> 246 <i>Vocabulario</i> 247 <i>Práctica</i> 247 <i>Actividades comunicativas</i> 250 <i>Escenas de la vida</i> 252-253 <i>Addressing and referring to people</i> 256 TWE: NS 9, 248 CTA 246, 249 AN 247

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3. Demonstrate awareness that languages have critical sound distinctions that affect meaning (e.g., “read” [present tense] and “read” [past tense]).*	SE: <i>Nota</i> 19 <i>Pronunciación</i> 29, 61, 89, 155, 321 TWE: PR 29, 61, 89, 155, 321 P 48	SE: <i>Pronunciación</i> 17, 45 <i>El Lenguaje</i> 50 <i>Regionalismos</i> 50-51 <i>Después de leer</i> 51 TWE: PR 17, 45 NS 50 ASL 133, 150	SE: <i>Escenas de la vida</i> 10-11, 68-69, 210-211, 252-253, 302-303 TWE: TCV 10, 68, 210, 252, 302 NOTE: At this level of study, students should be able to discern on their own, in all oral readings, that sound distinctions are critical.
SECONDARY GRADES			
1. Demonstrate awareness that there are phrases, idioms, and words that do not translate directly from one language to another.*	SE: <i>Reading Strategy</i> 30 <i>Después de leer</i> 67, 123, 323 <i>Dating</i> 322 TWE: P 67 NS 322 O 322 FF 322 ADL 323 NOTE: Awareness and understanding of cognates helps develop comprehension of false cognates and other idioms that cannot be translated directly.	SE: <i>Vocabulario</i> 60 TWE: ASL 61, 63, 133, 137, 327, 337 O 69 NS 82 DL 153 NOTE: Awareness and understanding of cognates helps develop comprehension of false cognates and other idioms that cannot be translated directly.	SE: <i>Estructura</i> 134, 135 <i>Práctica</i> 134-135 TWE: ASL 40, 153, 172, 196, 303 AN 134, 135 VE 303

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2. Recognize noun and verb forms and how they function in the second language in relation to comparable elements in English.*	SE: <i>Describing more than one</i> 52 <i>Talking about more than one</i> 54 <i>Characteristics and conditions</i> 250 <i>Para continuar</i> 250-251, 289 <i>Describing past actions</i> 288 TWE: P 52, 54 RAS 54 APC 250, 251, 289	SE: <i>Language Link</i> xxv <i>Estructura</i> 68 <i>Para continuar</i> 69-70 TWE: APC 69 P 69 O 69, 200 VE 96 ASL 151 NS 244, 467	SE: <i>Estructura</i> 35-37, 134, 183 <i>Práctica</i> 183, 217 <i>Repaso de estructura</i> 216-217 TWE: NS 34 TS 136 ASL 167, 190
3. Compare variations of meanings of words, gestures, and intonation in the second language and English.*	SE: <i>Nota</i> 307 TWE: ASL 45, 60, 77, 81, 105, 109, 147, 207 FF 322	SE: <i>Language Link</i> xxv <i>Tecnotur</i> 159, 389, 421 TWE: VE 73 ASL 77, 92, 146 VI 159, 389, 421 NOTE: Variations in intonation and gestures may be observed directly in the video segments that accompany this text, as identified in the <i>Tecnotur</i> segments.	SE: <i>Expressing although</i> 185 <i>Práctica</i> 185 TWE: VE 178, 219 DYK 181 ASL 190, 192, 196, 197, 221
4. Demonstrate knowledge of the relationship between grammatical structure (e.g., word order, verb tenses, noun cases, and number) and meaning.*	SE: <i>Telling what happens to whom</i> 257 <i>Referring to items already mentioned</i> 286 <i>Para continuar</i> 286-287, 317-318 <i>Telling what you do for others</i> 317 TWE: P 257, 286, 317 APC 286, 287, 317, 318	SE: <i>Language Link</i> xxv <i>Estructura</i> 400, 402, 404, 406 <i>Para continuar</i> 401, 402-403, 404-405, 406-407 TWE: O 200 NS 244	SE: <i>Using time expressions</i> 184 <i>Práctica</i> 184-185, 187-188, 189, 220 <i>Referring to people and things already mentioned</i> 187 <i>Using commands</i> 188 <i>Uses of sino and pero</i> 220 TWE: TS 184 NS 218

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
5. Demonstrate understanding of the processes of derivation and word borrowing from one language to another (e.g., soufflé from French, caucus from Algonquian, labor from Latin).*	SE: <i>Vocabulario</i> 80 <i>Conexiones</i> 94-95 TWE: ASL 60, 81, 94, 175, 207 FF 81 CTA 94 P 95	SE: <i>Language Link</i> xxv <i>Palabras</i> 60 TWE: ASL 33, 61, 63, 92, 137, 146, 167 NS 82	SE: 131-132 <i>Comprensión</i> 133 <i>Actividades comunicativas</i> 133 TWE: ASL 63, 163, 170, 171, 197, 303 AN 133
E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:			
MIDDLE GRADES 5-8			
1. Discuss patterns of behavior typical of their peer group in another culture.*	SE: 128 #1, 128 #2, 129 #4, 129 #5 <i>Spanish Online</i> 101 <i>Entrevista</i> 107 <i>Lectura culturales</i> 122, 188 TWE: SO 101 NS 129, 188	SE: <i>Lecturas culturales</i> 78 <i>Estructura</i> 330, 332, 334 <i>Para continuar</i> 330-331, 332-333, 334-335 TWE: FF 97 LP 98, 105	SE: <i>Escenas de la vida</i> 68-69, 252-253 <i>Comprensión</i> 70, 254 <i>Invitaciones</i> 255 <i>Actividad comunicativa</i> 255 TWE: NS 68, 97 PA 253 AP 255 TT 255
2. Participate in cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, drama).*	SE: <i>Spanish Online</i> 199 <i>Diversiones culturales</i> 304-305 <i>En el museo</i> 310 <i>En el teatro</i> 310-311 <i>Lectura opcional</i> 324, 325 TWE: NS 163 AC 193 CP 201, 305, 433 PV 304	SE: <i>Vocabulario</i> R28, R52 <i>Conexiones</i> 152-153 <i>Después de leer</i> 153 TWE: NS 152 O 152 P 153 ADL 153 DL 153 CM 477	SE: <i>Antes de leer</i> 140 <i>Práctica</i> 141 <i>Introducción</i> 142 <i>Lectura</i> 143 TWE: CL 77 AG 88, 89, 166, 252, 365 CP 103 NS 143

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
3. Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household and holiday items, foods, tools, clothing) of another culture as found within their own homes and communities.*	SE: <i>Vocabulario</i> 80-81 <i>Para empezar</i> 82-83 <i>Palabras</i> 202-203, 206-207 TWE: NS 81 ANP 82, 83 RAS 84, 206 ASL 203, 207	SE: <i>Vocabulario</i> 32, 36 TWE: CP 31 RAS 33 ASL 33, 37 FF 97 LP 98 NS 110 CTA 111	SE: 131-132 <i>Cultura</i> 60 <i>Vocabulario</i> 60-61, 129-130 <i>Práctica</i> 61, 130 <i>Comprensión</i> 133 <i>Actividades comunicativas</i> 133 TWE: TT 61 NS 62 AN 133
SECONDARY GRADES			
1. Experience (read, listen to, view, perform) the arts of another culture (e.g., stories, poetry, music, film, sculpture, dance, drama, myth, legend) and discuss their meaning to that cultural community.*	SE: <i>Diversiones culturales</i> 304-305 <i>En el museo</i> 310 <i>En el teatro</i> 310-311 <i>Lectura opcional</i> 324, 325 TWE: AC 193 PV 304 NS 304, 311 SC 305 CP 305 LP 323	SE: 466-467, 470 <i>Conexiones</i> 152-153 <i>Después de leer</i> 153 TWE: NS 152 O 152 P 153 ADL 153 DL 153 CM 477	SE: 46, 50, 54-56 <i>Comprensión</i> 47, 51, 56-57 <i>Actividades comunicativas</i> 47, 51 TWE: LA 46, 50 NS 46
2. Engage in everyday activities of another culture (e.g., eating, shopping, entertaining, telephoning), using appropriate nonverbal cues and verbal cues in the second language.*	SE: <i>Tecnotur</i> 101 <i>Describing people's activities</i> 116 <i>Para continuar</i> 116 TWE: VS 101 VI 101 NS 109 CP 201, 305, 433 RAS 206	SE: <i>Palabras</i> 92-93, 96-97 <i>Para empezar</i> 94-95, 98-99 TWE: ASL 92, 104 ANP 94, 95, 98, 99 FF 96 LP 98	SE: <i>Escenas de la vida</i> 68-69, 252-253 <i>Comprensión</i> 70, 254 <i>Invitaciones</i> 255 <i>Actividad comunicativa</i> 255 TWE: NS 68, 97 PA 253 AP 255 TT 255

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
3. Identify and discuss connections between cultural values and socially approved behaviors of another culture.*	SE: <i>Lectura opcional</i> 190 <i>Después de leer</i> 190, 323 <i>Lecturas culturales</i> 322 TWE: NS 190, 322 P 322 FF 322 ADL 323 DL 323	SE: <i>Lecturas culturales</i> 410 <i>Lectura opcional</i> 412, 413 <i>Después de leer</i> 412, 413 TWE: NS 410, 412, 413 ADL 412, 413 P 413 FF 413	SE: 142 <i>Lectura</i> 143 <i>Comprensión</i> 144, 156 <i>Actividades comunicativas</i> 144, 156 <i>Pasajes</i> 154-155 TWE: NS 97, 154 TRE 143
4. Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied (e.g., legal rights, political organizing, employment opportunities).*	SE: <i>Conexiones</i> 66-67 TWE: NS 64, 129, 149 CC 69, 95, 192, 225, 259, 350 CTA 302	SE: <i>Conversación</i> 436 <i>Después de conversar</i> 436 <i>Lecturas culturales</i> 438-439 <i>Después de leer</i> 439 TWE: P 436 ADC 436 NS 438 FF 438 ADL 439 CC 439	SE: 82 <i>Periodismo</i> 80 <i>Comprensión</i> 83 <i>Actividades comunicativas</i> 83, 87 TWE: NS 58 TRE 82 CTA 82 AP 82 LP 83 NS 83
F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS			
Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be preformed in the second language.) Students will be able to:			
MIDDLE GRADES 5-8			
1. Compare and contrast gestures and other forms of nonverbal behavior across languages and cultures.*	SE: <i>Tecnotur</i> 41, 73, 101, 133 TWE: VI 41, 73, 101, 133 VS 41, 73, 101, 133 NOTE: Nonverbal behavior is best observed directly. Students may learn about such communication methods in the chapter video segments.	SE: <i>Tecnotur</i> 29, 57, 89, 121, 159, 189 TWE: VI 29, 57, 89, 121, 159 ASL 104 NOTE: Nonverbal behavior is best observed directly. Students may learn about such communication methods in the chapter video segments.	SE: 73-74, 91 <i>Lenguaje</i> 72, 255 TWE: PA 72, 91, 253 CN 72 AP 73, 74 NOTE: Students may practice their gestures and other nonverbal behavior in the above situations.

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
2. Identify cultural practices and values relating to family, school, work, and play of people both in their own and another culture.*	SE: <i>Lecturas culturales</i> 188 <i>Después de leer</i> 189, 190 <i>Lectura opcional</i> 190 TWE: NS 188, 190 P 188 FF 188 ADL 189, 190	SE: <i>Lectura opcional</i> 48, 49 <i>Después de leer</i> 48, 49 <i>Lecturas culturales</i> 78, 410 <i>Vocabulario</i> 396-397 TWE: NS 48, 49 FF 397	SE: 24, 62-63 <i>Actividades comunicativas</i> 65 <i>Escenas de la vida</i> 68-69 TWE: NS 24, 58, 62, 68, 69 CTA 24 CP 59
3. Understand short articles or videos in the second language on topics being studied in other classes.*	SE: <i>La geografía</i> 35 <i>Después de leer</i> 35 <i>Conexiones</i> 66-67, 94-95 TWE: O 34 ADL 35 DL 35 NS 66, 94 P 67, 95	SE: <i>Lecturas culturales</i> 78 <i>Después de leer</i> 79, 83, 153 <i>Conexiones</i> 82-83, 152-153 TWE: ADL 79, 83, 153 NS 82	SE: 27, 29, 32 <i>Comprensión</i> 28, 33 <i>Antes de leer</i> 44 TWE: NS 27 LP 29, 33 DYK 32 LIC 44
4. Demonstrate knowledge of the influence of the products and practices of another culture on their own culture.*	SE: <i>Lectura opcional</i> 223 <i>Después de leer</i> 223 TWE: NS 62, 64, 149 GC 62 SO 63 HC 64 FF 222, 223 ADL 223	SE: <i>Lectura opcional</i> 80 <i>Después de leer</i> 80, 83, 440 <i>Conexiones</i> 82-83 <i>Lectura opcional</i> 440 TWE: NS 82, 440 ADL 83 ASL 440 CC 440 NOTE: Since this text is intended for both native English and heritage Spanish speakers, the references will show influence on both Hispanic and American cultures.	SE: 248-249 <i>Introducción</i> 98 <i>Lectura</i> 99-100 <i>Comprensión</i> 101 <i>Actividades comunicativas</i> 101 TWE: NS 46, 98, 99 TT 101 LP 101

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
SECONDARY GRADES			
1. Acquire information from a variety of sources written in the second language about topics being studied in other school subjects, such as political and historical issues, worldwide health problems, and environmental concerns.	SE: 95 <i>La geografía</i> 35 <i>Después de leer</i> 35 <i>Vocabulario</i> 48 <i>La sociología</i> 66 TWE: O 34, 66, 160 ADL 35 DL 35 NS 66, 160	SE: <i>Conexiones</i> 22-23, 152-153 <i>Después de leer</i> 23, 153 TWE: NS 22, 152, 467 O 152 P 153 ADL 153 DL 153	SE: 27, 29, 32 <i>Comprensión</i> 28, 33 <i>Vocabulario</i> 30-31 TWE: NS 27 LP 29, 33 DYK 32 LIC 44
2. Present written or oral reports on topics being studied in other classes.	SE: 68 #1, 153 #22 <i>Después de leer</i> 35, 127, 225 TWE: NS 34, 126, 224 DL 35 A 35 ADL 127	SE: <i>Después de leer</i> 83, 153 TWE: P 23, 83, 153 NS 82, 152 O 152 ADL 153 DL 153 NOTE: These are excellent materials for student reports on subjects from other classes.	SE: <i>Actividades comunicativas</i> 7, 47, 65, 83, 87 TWE: AC 47 GC 47 CL 77 NS 83 AP 250 NOTE: These are excellent materials for student reports on subjects from other classes.

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
3. Compare information on a specific topic, gathered from a variety of sources in the second language, to information, written in English, on the same topic.*	SE: <i>La geografía</i> 34, 35 <i>Las ciencias sociales</i> 66, 67 <i>La tecnología</i> 94, 95 <i>Las ciencias naturales</i> 126, 127 TWE: P 35, 67, 95, 127	SE: <i>Conexiones</i> 82-83, 152-153 <i>Después de leer</i> 83, 153 TWE: ADL 83, 153 NS 152, 467 O 152 P 153 DL 153	SE: <i>Actividades comunicativas</i> 83 <i>Los españoles en la América del Norte</i> 205-206 <i>Comprensión</i> 207-208 <i>Actividades comunicativas</i> 208 TWE: NS 83 ASL 86 CTA 206 AN 207, 208 LFA 207 TT 208 NOTE: At this level of study, students will have the opportunity to compare readings given here in Spanish to those on the same subject matter in other classes, written in English.
4. Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own.*	SE: <i>Lecturas culturales</i> 188 <i>Después de leer</i> 189, 190 <i>Lectura opcional</i> 190 TWE: NS 188, 190 P 188 FF 188 ADL 189, 190	SE: <i>Lectura opcional</i> 48, 49 <i>Después de leer</i> 48, 49 <i>Lecturas culturales</i> 78, 410 <i>Vocabulario</i> 396-397 TWE: NS 48, 49 FF 397	SE: 248-249 <i>Actividades comunicativas</i> 83 <i>Antes de leer</i> 96 <i>Cultura</i> 246 TWE: OV xii CP 1 TT 5 VE 96 NS 99, 107, 175

OBJECTIVES	PAGE REFERENCES		
	SPANISH 1	SPANISH 2	SPANISH 3
5. Demonstrate an understanding of the way tangible products (e.g., food, tools, artwork) and intangible products (e.g., laws, educational systems) define a culture and how they influence other cultures.*	SE: <i>Lectura opcional</i> 190, 222 <i>Después de leer</i> 190 <i>Conexiones</i> 192-193 TWE: ADL 190 NS 190, 192 LP 190 FF 222 NS 222	SE: <i>Lectura opcional</i> 80, 81 <i>Después de leer</i> 80, 81, 83 <i>Conexiones</i> 82-83 TWE: ADL 80, 81, 83 NS 82	SE: <i>Lectura</i> 99-100 <i>Antes de leer</i> 140 <i>Introducción</i> 142 TWE: NS 46, 107, 175 VE 96 DYK 100, 142, 143 LP 101

Codes Used for TWE Codes

A	Assessment	DL	Después de leer	PO	Post-reading
AC	Actividades comunicativas	DPF	Dos personas famosas	PR	Pronunciación
ADC	Answers to Después de conversar	DYK	Did You Know?	PV	Preview
ADL	Answers to Después de leer	E	Estructura	R	Recycling
AG	Advanced Game	FF	Fun Facts	RAS	Reaching All Students
AH	El arte hispánico	GC	Geography Connection	SC	Spotlight on Culture
AN	Answers	GT	Glencoe Technology	SO	Spanish Online
ANP	Answers to Para empezar	HC	History Connection	TC	Teacher's Corner
AP	Additional Practice	HH	Héroes hispanos	TCV	Teaching the Conversation
APC	Answers to Para continuar	LA	Literary Analysis	TR	Technology Resources
ASL	About the Spanish Language	LC	Literary Companion	TRE	Teaching the Reading
ATT	Answers to ¡Te toca a ti!	LFA	Learning From Art	TS	Teaching Structure
ATV	Answer to Vamos a hablar más	LIC	Literature Connection	TT	Teaching Tips
AV	Agencia de viaje	LP	Learning from Photos	UA	Un artículo
CC	Career Connection	LPH	Los países hispanohablantes	UC	Una ciudad
CL	Cooperative Learning	LR	Learning from Realia	UE	Una entrevista
CM	Class Motivator	NS	National Standards	UR	Un reportaje
CN	Cultural Note	O	¡Ojo!	V	Vocabulario
CP	Chapter Projects	OV	Overview	VE	Vocabulary Expansion
CTA	Critical Thinking Activity	P	Presentation	VHM	Vamos a hablar más
		PA	Paired Activity	VI	Video
		PAR	Paraphrasing	VS	Video Synopsis
		PC	Practice	WD	Writing Development
				WS	Writing Strategy