



Georgia Standards Correlated to Glencoe ¡Así se dice! Level 1A © 2009

Standard	Standard	Where Taught
MLI.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLI.IP1A	Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	SE: p. 2, Act. 1; p. 3, Act. 5; p. 4, Act. 1–2; p. 5, Act. 5; p. 6, Act. 1; p. 7, Act. 2–3; p. 16, Act. 1; p. 53, Act. 6; p. 68, Act. 6 TE: p. 2, Teach; p. 4, Teach, Act. 1–3; p. 5, Differentiation; p. 105, Differentiation; p. 212, Quick Start; p. 212, Differentiation
MLI.IP1B	Express likes, dislikes, emotions, agreement and disagreement.	SE: p. 118, Act. 2; p. 126, Introducción al tema; p. 165, Act. 4; p. 170, QuickPass; p. 176, Act. 13–17; p. 177, Act. 18; p. 186, Act. 1–4; p. 191, Act. 5; p. 205, Act. 3; p. 209, Act. 15; p. 210, Act. 17–18; p. 220, Act. 2; p. 221, Tarea TE: p. 176, Comunicación; p. 185, Glencoe Technology; p. 192D, Connection to Fine Art; p. 225, Glencoe Technology
MLI.IP1C	Make simple requests.	SE: pp. 6–7, Act. 1–3 TE: p. 6, Differentiation
MLI.IP1D	Ask for clarification.	SE: p. 102, Act. 3; p. 106, Act. 10 TE: p. 182, Differentiation

MLI.IP1E	Give simple descriptions.	<p>SE: p. 15, Act. 4–5; p. 24, Act. 3–4; p. 25, Act. 5, 7, 9; p. 29, Act. 5; p. 30, QuickPass; p. 34, Act. 7; p. 43, C; p. 45, B; p. 48, Act. 1, 4; p. 49, Tarea; p. 53, Act. 5; p. 61, Act. 4 Expansión, Act. 5; p. 65, Act. 4 Expansión, Act. 7; p. 67, Act. 2 Expansión; p. 68, Act. 6; p. 75, C; p. 77, D; p. 82, Act. 3–4; p. 83, Tarea; p. 94, Act. 3 Expansión; p. 95, Act. 7; p. 118, Act. 1–2, 4; p. 122, Act. 2; p. 123, Act. 4; p. 139, Act. 9; p. 145, D; p. 147, B; p. 157, Act. 7; p. 165, Act. 6; p. 169, Act. 7; p. 186, Act. 4–5; p. 187, Tarea; p. 194, Venezuela; p. 213, C; p. 215, B, D; p. 219, Act. 6; p. 220, Act. 1; p. 405, B</p> <p>TE: p. 18C, Chapter Project; p. 20, República Dominicana, Perú; p. 26, Quick Start; p. 29, Act. 4; p. 44, Glencoe Technology; p. 53, Heritage Speakers; p. 57, Costa Rica, Panamá, México (2); p. 64, Act. 2; p. 65, Glencoe Technology; p. 70, Quick Start; p. 72, Writing Development; p. 76, Glencoe Technology; p. 80, Glencoe Technology; p. 87, Cultural Snapshot; p. 92, Quick Start; p. 123, Glencoe Technology; p. 124D, Connection to Fine Art; p. 136, Glencoe Technology; p. 149, Glencoe Technology; p. 157, Glencoe Technology; p. 158D, Connection to Fine Art; p. 174, Act. 12; p. 185, Glencoe Technology; p. 194, Estados Unidos; p. 202, Glencoe Technology; p. 217, Glencoe Technology</p> <p>TeacherTools: pp. 1.15–1.16; pp. 1.39–1.40; pp. 2.15–2.16; pp. 2.37–2.38; pp. 3.41–3.42; pp. 4.11–4.18; pp. 4.45–4.46; pp. 5.49–5.50</p>
MLI.IP1F	Comprehend basic directions.	<p>SE: p. 199, Act. 9; p. 202, Act. 2 Expansión; p. 209, Act. 15; p. 210, Act. 16; p. 220, Act. 1, 4</p> <p>TE: p. 97, TPR; p. 167, TPR; p. 197, TPR; p. 200, TPR</p>
MLI.IP1G	Ask questions and provide responses based on topics such as self, family, school, etc.	<p>SE: p. 5, Act. 5; p. 10, Act.1; p. 13, Act. 2–3; p. 14, Act. 3; p. 15, Act. 7, InfoGap; p. 28, InfoGap; p. 33, Act. 4; p. 37, Act. 13; p. 48, Act. 1–3; p. 53, Act. 7; p. 61, InfoGap; p. 65, Act. 7; p. 68, Act. 5–6; p. 71, Act. 10–11; p. 72, Act. 12, Foldables; p. 77, A; p. 82, Act. 1–2, 4; p. 95, Act. 6; p. 98, Act. 2; p. 101, Act. 2; p. 102, Act. 5; p. 106, Act. 9, InfoGap; p. 108, Act. 12, 14; p. 118, Act. 2; p. 119, Tarea; p. 130, Act. 3; p. 134, InfoGap; p. 135, Act. 4, 6; p. 138, Act. 5–6; p. 139, Act. 7, 9; p. 141, Act. 10–11; p. 150, Act. 2; p. 152, Act. 1–2; p. 164, Act. 3; p. 165, Act. 4; p. 171, Act. 3; p. 174, Act. 11–12, Foldables; p. 176, Act. 14–15, InfoGap; p. 186, Act. 1–2, 4; p. 198, Act. 1; p. 206, Act. 7; p. 207, InfoGap; p. 208, Act. 11; p. 210, Act. 18</p> <p>TE: p. 10, Differentiation; p. 12, Teaching Options; p. 15, InfoGap; p. 26, Tips for Success; p. 46, Differentiation; p. 61, InfoGap; p. 67, Act. 3; p. 70, Comunidades; p. 80, Differentiation; p. 87, Glencoe Technology; p. 97, Differentiation; p. 99, Differentiation, Comunicación; p. 105, Quick Start, Differentiation; p. 107, InfoGap; p. 116, Differentiation; p. 124C, Chapter Project; p. 130, Act. 3; p. 150,</p>

		Differentiation; p. 157, Differentiation; p. 158C, Chapter Project; p. 168, Why It Works!; p. 176, InfoGap; p. 179, Teaching Options; p. 184, Differentiation; p. 196, Teach; p. 200, Teach; p. 207, Act. 9, InfoGap; p. 399, Core Instruction TeacherTools: p. 5.20; pp. 5.49–5.50
MLI.IP1H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	SE: p. 8, Act. 3; p. 9, Act. 5; p. 10, Act. 1; p. 11, Act. 3, Conexiones; p. 52, Act. 2 TE: p. 10, Teach; p. 11, Tips for Success, Differentiation; p. 88C, Chapter Project; p. 105, Differentiation
MLI.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
MLI.IP2A	Initiate, participate in, and close a brief oral or written exchange.	SE: p. 2, Act. 2; p. 5, Act. 5; p. 11, Act. 5; p. 37, Act. 13; p. 48, Act. 2–3; p. 68, Act. 5; p. 71, Act. 10; p. 72, Act. 13; p. 82, Act. 2; p. 99, Act. 5; p. 102, Act. 3; p. 103, Act. 6; p. 106, Act. 10; p. 108, Act. 12; p. 118, Act. 2–3; p. 119, Tarea; p. 135, Act. 6; p. 141, Act. 13; p. 142, Act. 15–16; p. 152, Act. 2; p. 165, Act. 4, 6; p. 171, Act. 3; p. 179, C; p. 186, Act. 1–2, 4; p. 199, Act. 10; p. 203, Act. 6; p. 207, Act. 8; p. 210, Act. 17; p. 220, Act. 4 TE: p. 5, Tips for Success; p. 6, Differentiation; p. 74, Differentiation; p. 99, Act. 5; p. 101, Glencoe Technology; p. 124C, Chapter Project; p. 145, Pre-AP; p. 202, Teaching Options; p. 212, Differentiation; p. 400, Differentiation TeacherTools: pp. 1.39–1.40; pp. 3.41–3.42; pp. 4.45–4.46; p. 5.20; pp. 5.49–5.50
MLI.IP2B	Use formal and informal forms of address.	SE: p. 3, Act. 6; p. 4, Act. 3; p. 37, Act. 13–14; p. 47, Act. 7; p. 87, Act. 4; p. 102, Act. 5; p. 191, Act. 4 TE: p. 5, Differentiation; p. 34, Teach; p. 35, Differentiation; p. 37, Tips for Success, Act. 14; p. 100, Teach; p. 124C, Chapter Project
MLI.IP2C	Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	SE: p. 5, Act. 5; p. 35, Act. 8; p. 48, Act. 1–3; p. 68, Act. 5; p. 82, Act. 1–2, 4; p. 99, Act. 5; p. 118, Act. 2–3; p. 135, Act. 6; p. 152, Act. 1–2, 4; p. 220, Act. 4 TE: p. 5, Tips for Success; p. 99, Act. 5; p. 124C, Chapter Project; p. 134, Glencoe Technology; p. 152, Act. 2–3; p. 157, Differentiation TeacherTools: pp. 1.39–1.40; pp. 2.37–2.38; pp. 3.41–3.42; pp. 4.45–4.46; p. 5.20; pp. 5.49–5.50

MLI.INT1	The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:	
MLI.INT1A	Identify main ideas and some details when reading and listening.	<p>SE: p. 5, Act. 4; p. 16, Act. 3; p. 36, Act. 9; p. 40, QuickPass; p. 41, A–B; p. 42, Reading Checks; p. 43, A; p. 45, A–B; p. 47, Act. 8; p. 52, Act. 1; p. 60, Act. 1; p. 64, Act. 1; p. 75, A, C; p. 76, Reading Checks; p. 77, A–B, D; p. 79, ¿Comprendes?; p. 86, Act. 1; p. 94, Act. 1; p. 98, Act. 1; p. 111, A–B; p. 112, Reading Checks; p. 115, ¿Comprendes?; p. 117, Act. 8; p. 122, Act. 1; p. 130, Act. 1; p. 134, Act. 2; p. 137, Act. 1; p. 145, A–C; p. 146, Reading Checks; p. 147, A, D; p. 149, ¿Comprendes?; p. 151, Act. 7–8; p. 156, Act. 1; p. 164, Act. 1; p. 168, Act. 1, 3; p. 169, Act. 5; p. 171, Act. 1; p. 173, Act. 6; p. 176, Act. 15; p. 179, A, C; p. 180, Reading Checks; p. 181, A–B; p. 183, ¿Comprendes?; p. 185, Act. 6; p. 190, Act. 1; p. 198, Act. 1; p. 202, Act. 1; p. 204, Act. 1; p. 205, Act. 3; p. 206, Act. 7; p. 207, Act. 9; p. 213, A; p. 214, Reading Checks; p. 215, A–C; p. 217, A–B; p. 224, Act. 1; p. 401, A; p. 405, A, C</p> <p>TE: p. 27, Glencoe Technology; p. 35, Glencoe Technology; p. 40, Teach; p. 42, Teach; p. 44, Teach; p. 47, Glencoe Technology; p. 74, Teach, Glencoe Technology; p. 76, Glencoe Technology; p. 77, Differentiation; p. 78, Teach; pp. 90–91, Cultural Snapshot; p. 93, TPR; p. 96, Teach; p. 106, Glencoe Technology; p. 110, Glencoe Technology; p. 112, Teach; p. 113, Glencoe Technology; p. 114, Teach, Glencoe Technology; p. 132, Glencoe Technology; p. 141, Comunicación; p. 144, Differentiation, Glencoe Technology; p. 146, Glencoe Technology; p. 148, Teach; p. 149, Glencoe Technology; p. 151, Glencoe Technology; p. 178, Glencoe Technology; p. 180, Teach; p. 182, Differentiation; p. 183, Glencoe Technology; p. 199, Act. 9; p. 212, Teach, Differentiation, Glencoe Technology; p. 214, Teach; p. 215, Differentiation; p. 217, Glencoe Technology; p. 399, Core Instruction; p. 404, Tips for Success</p> <p>TeacherTools: pp. 1.13–1.14; pp. 2.12–2.14; pp. 3.13–3.17; pp. 4.11–4.20; pp. 6.13–6.15</p>
MLI.INT1B	Comprehend simple, culturally authentic announcements, messages, and advertisements.	<p>SE: p. 11, Conexiones; p. 39, Refrán; p. 73, Refrán; p. 82, Act. 2; p. 109, Refrán; p. 143, Refrán; p. 177, Refrán; p. 211, Refrán; p. 214, Reading Checks; p. 215, A; p. 217, A–B; p. 401, B, D–E; p. 405, D</p> <p>TE: p. 32, Learning from Realía; p. 39, Refrán; p. 82, Learning from Realía; p. 135, Learning from Realía; p. 143, Refrán, Learning from Realía; p. 177, Refrán;</p>

		p. 214, Teach; p. 399, Core Instruction; p. 403, Core Instruction TeacherTools: pp. 2.12–2.14; pp. 3.13–3.18; pp. 4.11–4.18; pp. 5.17–5.19; pp. 6.13–6.16
MLI.INT1C	Understand simple instructions, such as classroom procedures.	SE: p. 147, D; p. 165, Act. 5; p. 199, Act. 6; p. 205, Act. 4; p. 207, Act. 9 Expansión; p. 213, B; p. 218, Act. 3; p. 225, Act. 7 TE: p. 23, TPR; p. 59, TPR; p. 97, TPR; p. 128, TPR; p. 133, TPR; p. 163, TPR; p. 167, TPR; p. 197, TPR; p. 200, TPR
MLI.INT1D	Demonstrate Novice-Mid proficiency in listening and reading comprehension.	SE: p. 15, Act. 5–6; p. 24, Act. 1; p. 28, Act. 1–2; p. 31, Act. 2; p. 33, Act. 3; p. 36, Act. 9; p. 40, QuickPass; p. 43, C; pp. 46–47, Act. 1–8; pp. 52–53, Act. 1–8; p. 60, Act. 1; p. 75, D; p. 77, A–B, D; pp. 80–81, Act. 1–6; pp. 86–87, Act. 1–6; p. 96, Video; p. 108, Act. 14; p. 111, A–C; pp. 116–117, Act. 1–8; p. 153, Tarea; p. 179, Video; p. 181, C; p. 213, B, D; p. 215, E; p. 401, E; p. 405, D TE: p. 22, Teach; p. 23, Differentiation; p. 26, Teach; p. 27, Glencoe Technology; p. 35, Glencoe Technology; p. 42, Teach, Glencoe Technology; p. 47, Glencoe Technology; p. 58, Teach; p. 62, Teach, Glencoe Technology; p. 65, Comunicación; p. 69, Glencoe Technology; p. 74, Glencoe Technology; p. 76, Glencoe Technology; p. 77, Differentiation; p. 96, Teach; p. 101, Glencoe Technology; p. 106, Glencoe Technology; p. 110, Glencoe Technology; p. 113, Glencoe Technology; p. 114, Glencoe Technology; p. 132, Glencoe Technology; p. 146, Teach; p. 166, Glencoe Technology; p. 179, Glencoe Technology; p. 183, Glencoe Technology; p. 205, Comunicación; p. 212, Teach, Glencoe Technology; p. 214, Teach TeacherTools: pp. 1.39–1.40; pp. 2.37–2.38; pp. 3.41–3.42; pp. 4.45–4.46; pp. 5.49–5.50; pp. 6.13–6.15
MLI.INT2	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
MLI.INT2A	Differentiate among statements, questions, and exclamations.	SE: p. 99, Act. 4; p. 123, Act. 7 TE: p. 133, Glencoe Technology
MLI.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.	SE: p. 173, Act. 9; p. 203, Act. 4 TE: p. 27, Glencoe Technology; p. 63, TPR; p. 101, Glencoe Technology; p. 109,

		<p>Refrán; p. 128, TPR; p. 145, Pre-AP; p. 162, Differentiation; p. 175, Teach; p. 194, Present; p. 197, Differentiation; p. 201, Differentiation, Glencoe Technology; p. 212, Differentiation</p> <p>TeacherTools: pp. 1.39–1.40; pp. 3.41–3.42; pp. 5.49–5.50</p>
MLI.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
MLI.P1A	Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	<p>SE: p. 36, Act. 11 Expansión; p. 43, C; p. 49, Tarea; p. 61, Act. 7; p. 82, Act. 3; p. 119, Tarea; p. 135, Act. 4 Expansión; p. 137, Act. 4; p. 153, Tarea; p. 157, Act. 7; p. 164, Act. 3 Expansión; p. 174, Act. 10 Expansión; p. 177, Act. 18; p. 179, B; p. 202, Act. 2 Expansión; p. 203, Act. 6; p. 207, Act. 9 Expansión; p. 210, Act. 18; p. 213, B; p. 215, D</p> <p>TE: p. 22, Heritage Speakers; p. 36, Act. 9; p. 42, Differentiation; p. 43, GeoVistas; p. 47, Glencoe Technology; p. 54C, Chapter Project; p. 69, Conexiones; p. 70, Comunidades; p. 72, Comunicación; p. 74, Differentiation; p. 77, D; p. 79, Glencoe Technology; p. 101, Glencoe Technology; p. 110, Differentiation, Glencoe Technology; p. 115, Cultural Snapshot; p. 124C, Chapter Project; p. 124D, Connection to Fine Art; p. 138, Comunidades; p. 144, Differentiation; p. 145, Pre-AP; p. 147, Writing Development; p. 158C, Chapter Project; p. 158D, Connection to Fine Art; p. 167, Differentiation; p. 178, Differentiation; p. 180, Writing Development; p. 192C, Chapter Project; p. 212, Teach; p. 215, Differentiation; p. 399, Core Instruction</p> <p>TeacherTools: pp. 2.37–2.38; pp. 4.19–4.20; p. 5.20; pp. 5.49–5.50; p. 6.16</p>
MLI.P1B	Give basic information about self and others including school, family, activities, etc.	<p>SE: p. 11, Act. 2; p. 25, Act. 5; p. 30, QuickPass; p. 36, Act. 10, 12; p. 37, Act. 13; p. 48, Act. 3; p. 49, Tarea; p. 53, Act. 7; p. 61, Act. 5; p. 65, Act. 7; p. 67, Act. 3; p. 68, Act. 6; p. 71, Act. 9; p. 72, Act. 13; p. 81, Act. 3; p. 87, Act. 6; p. 99, Act. 5; p. 101, Act. 2; p. 106, Act. 9; p. 109, Act. 16; p. 114, Antes de leer; p. 118, Act. 1, 3–4; p. 122, Act. 3; p. 131, Act. 5, Conexiones; p. 137, Act. 3; p. 139, Act. 7, 9; p. 141, Act. 13; p. 148, Antes de leer; p. 152, Act. 1, 4–5; p. 156, Act. 2; p. 157, Act. 6; p. 171, Act. 1, 4; p. 173, Act. 6–7; p. 176, Act. 13, 15–17; p. 177, Act. 18; p. 180, Después de leer; p. 186, Act. 3–4; p. 190, Act. 2; p. 191, Act. 5; p. 198, Act. 1; p. 199, Act. 7, 9; p. 204, Act. 2; p. 205, Act. 3, 5; p. 208, Act. 11; p. 209, Act. 13; p. 210, Act. 18; p. 220, Act. 1–3; p. 221, Tarea; p. 224, Act. 4; p. 225, Act. 5</p> <p>TE: p. 18C, Chapter Project; p. 24, Comunicación; p. 58, Differentiation; p. 61, Comunicación; p. 65, Comunicación, Glencoe Technology; p. 66, Glencoe</p>

		<p>Technology; p. 72, Comunicación; p. 87, Glencoe Technology; p. 95, Comunicación; p. 100, Glencoe Technology; p. 113, Glencoe Technology; p. 114, Glencoe Technology; p. 117, Glencoe Technology; p. 123, Glencoe Technology; p. 132, Quick Start; p. 136, Glencoe Technology; p. 142, Comunicación; p. 151, Glencoe Technology; p. 157, Glencoe Technology; p. 176, Comunicación; p. 191, Glencoe Technology; p. 199, Act. 7; p. 202, Glencoe Technology; p. 205, Differentiation; p. 207, Glencoe Technology; p. 219, Glencoe Technology; p. 225, Glencoe Technology</p> <p>TeacherTools: pp. 1.15–1.16; p. 3.18</p>
MLI.P1C	Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. 25, Act. 5; p. 39, Pronunciación; p. 48, Act. 4; p. 49, Tarea; p. 61, Act. 7; p. 67, Act. 2; p. 68, Act. 6; p. 73, Pronunciación; p. 82, Act. 3; p. 83, Tarea; p. 109, Act. 16, Pronunciación; p. 118, Act. 1; p. 119, Tarea; p. 139, Act. 9; p. 143, Pronunciación; p. 152, Act. 4–5; p. 153, Tarea; p. 157, Act. 7; p. 174, Act. 10 Expansión; p. 176, Act. 17; p. 177, Pronunciación; p. 186, Act. 5; p. 187, Tarea; p. 205, Act. 5; p. 221, Tarea</p> <p>TE: p. 5, Tips for Success; p. 29, Comunicación; p. 35, Pre-AP; p. 36, Act. 9; p. 39, Pronunciación, Heritage Speakers; p. 41, Differentiation, Writing Development; p. 42, Differentiation, Glencoe Technology; p. 54C, Chapter Project; p. 67, Differentiation; p. 73, Pronunciación; p. 80, Glencoe Technology; p. 83, Differentiation; p. 88C, Chapter Project; p. 101, Glencoe Technology; p. 103, Act. 6; p. 124C, Chapter Project; p. 139, Writing Development, Comunicación; p. 144, Differentiation; p. 152, Act. 2–3; p. 157, Differentiation, Glencoe Technology; p. 158C, Chapter Project; p. 164, Writing Development; p. 177, Heritage Speakers; p. 178, Differentiation; p. 179, Writing Development; p. 185, Glencoe Technology; p. 192C, Chapter Project; p. 211, Heritage Speakers; p. 217, Glencoe Technology</p> <p>TeacherTools: pp. 1.15–1.16; pp. 1.39–1.40; pp. 2.15–2.16; pp. 2.37–2.38; p. 3.18; pp. 3.41–3.42; pp. 4.45–4.46; pp. 4.19–4.20; p. 5.20; pp. 5.49–5.50; p. 6.16</p>
MLI.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
MLI.P2A	Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	<p>SE: p. 40, QuickPass; p. 119, Tarea; p. 186, Act. 3, 5; p. 187, Tarea; p. 191, Act. 5; p. 199, Act. 7; p. 203, Act. 6; p. 211, Pronunciación; p. 220, Act. 2; p. 221, Tarea</p> <p>TE: p. 40, Teach; p. 124C, Chapter Project; p. 138, Comunidades; p. 192C, Chapter Project; p. 225, Glencoe Technology</p>

		TeacherTools: pp. 1.39–1.40; pp. 3.41–3.42; pp. 4.45–4.46; pp. 5.49–5.50
MLI.P2B	Demonstrate comprehension of rehearsed material.	SE: p. 119, Tarea; p. 186, Act. 3, 5; p. 187, Tarea; p. 191, Act. 5 TE: p. 124C, Chapter Project; p. 138, Comunidades; p. 192C, Chapter Project; p. 225, Glencoe Technology TeacherTools: pp. 1.39–1.40; pp. 4.45–4.46; pp. 5.49–5.50
MLI.CU1	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
MLI.CU1A	Demonstrate knowledge of contributions of target culture(s) to civilization.	SE: p. 44, Antes de leer; p. 70, Comunidades; p. 113, A, C; p. 125, Aquí y Allí; p. 137, Cultura; p. 138, Comunidades; p. 141, Comparaciones; p. 143, Cultura; p. 147, B–C; p. 149, ¿Comprendes?; p. 151, Act. 7–8; p. 153, Tarea TE: p. 9, Heritage Speakers, Learning from Realia; p. 11, Cultura; p. 18D, Los tejidos; p. 35, Glencoe Technology; p. 45, Conexiones; p. 54D, Connection to Fine Art; pp. 56–57, Cultural Snapshot; p. 69, Glencoe Technology; p. 70, Comunidades; p. 106, Glencoe Technology; p. 124C, Chapter Project; p. 126, México; p. 133, Heritage Speakers; p. 135, Learning from Realia; p. 146, Glencoe Technology; p. 149, Glencoe Technology; p. 161, México
MLI.CU1B	Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	SE: p. 10, Cultura; p. 12, Cultura; p. 13, Cultura; p. 56, Introducción al tema; p. 78, Cultura; p. 90, Introducción al tema; p. 115, ¿Comprendes?; p. 125, Aquí y Allí; p. 126, Introducción al tema; p. 147, C; p. 151, Act. 7–8; p. 152, Act. 3; p. 153, Tarea; p. 159, Aquí y Allí; p. 160, Introducción al tema; p. 180, Reading Check (2); p. 181, D; p. 185, Act. 6; p. 405, D TE: p. 42, Heritage Speakers; p. 45, Conexiones; p. 73, Refrán; p. 88D, Connection to Fine Art; p. 117, Glencoe Technology; p. 124D, Connection to Fine Art; p. 151, Cultural Snapshot; p. 164, Heritage Speakers; p. 181, Cultura
MLI.CU1C	Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	SE: p. 3, Act. 7; p. 55, Aquí y Allí; p. 70, Comunidades; p. 90, Introducción al tema; p. 113, A, C; p. 115, ¿Comprendes?; p. 143, Cultura; p. 147, B–C; p. 149, ¿Comprendes?; p. 151, Act. 7–8; p. 152, Act. 3; p. 153, Tarea TE: p. 11, Cultura; p. 42, Heritage Speakers; p. 69, Glencoe Technology; p. 106, Glencoe Technology; p. 114, Teach; p. 117, Glencoe Technology; p. 124D, Connection to Fine Art; p. 127, España; p. 147, Heritage Speakers; p. 151,

		<p>Glencoe Technology</p> <p>TeacherTools: pp. 4.11–4.18</p>
MLI.CCC1	The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:	
MLI.CCC1A	Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	<p>SE: pp. SH44–SH65; p. 38, Comunidades; p. 81, Act. 6</p> <p>TE: p. 11, Cultura; p. 16, Cultural Snapshot; p. 21, Bolivia; p. 43, GeoVistas; p. 44, Teach; p. 76, Teach; p. 78, GeoVistas; p. 79, Conexiones; p. 104, GeoVistas; p. 112, Teach; p. 135, Cultural Snapshot; p. 159, Cultural Snapshot; p. 179, Glencoe Technology; p. 180, Cultural Snapshot; p. 188, Cultural Snapshot; p. 207, GeoVistas; p. 213, Cultural Snapshot; p. 216, Cultural Snapshot</p>
MLI.CCC1B	Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	<p>SE: p. 8, Act. 1–2, 4; p. 9, Act. 6; p. 11, Conexiones; p. 41, C–D; p. 42, Reading Strategy, Antes de leer, Durante la lectura; p. 76, Reading Strategy, Antes de leer, Durante la lectura, Después de leer; p. 87, Act. 6; p. 145, C; p. 146, Reading Strategy, Antes de leer, Durante la lectura; p. 147, D; p. 153, Tarea; p. 177, Act. 18; p. 180, Reading Strategy; p. 181, D; p. 187, Tarea; p. 199, Act. 9; p. 214, Reading Strategy, Antes de leer, Durante la lectura; p. 215, E; p. 221, Tarea</p> <p>TE: p. 8, Teach; p. 11, Cultura; p. 13, Tips for Success; p. 15, Differentiation; p. 18C, Chapter Project; p. 18D, Los tejidos; p. 36, Differentiation; p. 41, C–D; p. 54C, Chapter Project; p. 66, Differentiation; p. 69, Conexiones; p. 88C, Chapter Project; p. 88D, Connection to Fine Art; p. 124D, Connection to Fine Art; p. 146, Differentiation; p. 147, D; p. 192C, Chapter Project; p. 192D, Recipe</p> <p>TeacherTools: pp. 1.15–1.16; p. 3.18; pp. 4.11–4.18; p. 6.16</p>
MLI.CCC1C	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	<p>SE: p. 29, Conexiones; p. 39, Refrán; p. 69, Conexiones; p. 73, Refrán; p. 109, Refrán; p. 143, Refrán; p. 177, Refrán; p. 211, Refrán</p> <p>TE: p. 29, Conexiones; p. 45, Conexiones; p. 112, Comparaciones; p. 124C, Chapter Project; p. 124D, Habla en verso; p. 126, Spices; p. 166, Teach; p. 217, Conexiones</p> <p>TeacherTools: pp. 6.13–6.15</p>
MLI.CCC1D	Relate content from other subject areas to topics discussed in the	<p>SE: p. 9, Cultura; p. 13, Cultura; p. 16, Act. 3; p. 38, Comunidades; p. 41, GeoVistas; p. 44, Conexiones; p. 78, GeoVistas; p. 79, Conexiones; p. 98,</p>

	language class, such as the influence of explorers and settlers on various regions of the United States.	<p>Conexiones; p. 102, Conexiones; p. 104, GeoVistas; p. 126, Introducción al tema; p. 131, Conexiones; p. 135, GeoVistas; p. 147, GeoVistas; p. 165, Act. 5; p. 168, Conexiones; p. 169, Cultura; p. 173, GeoVistas; p. 181, GeoVistas; p. 185, Act. 6; p. 187, Tarea; p. 199, Act. 9–10; p. 203, Conexiones; p. 207, GeoVistas; p. 218, GeoVistas</p> <p>TE: p. 11, Cultura; p. 18D, Connection to Fine Art; p. 45, Conexiones; p. 54D, Connection to Fine Art; p. 79, Conexiones; p. 88D, Connection to Fine Art; p. 98, Conexiones; p. 115, Cultural Snapshot; p. 124C, Chapter Project; p. 124D, Connection to Fine Art; p. 127, Chocolate; p. 154, Cultural Snapshot; p. 158D, Connection to Fine Art; p. 165, Act. 5; p. 182, Cultura; p. 192D, Campaña de salud, Connection to Fine Art; p. 203, Conexiones; p. 214, Conexiones; p. 217, Conexiones</p> <p>TeacherTools: pp. 4.11–4.18; pp. 6.13–6.15</p>
MLI.CCC2	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
MLI.CCC2A	Compare patterns of behavior and interaction in the students' own culture with those of the target language.	<p>SE: p. 3, Act. 7; p. 19, Aquí y Allí; p. 20, Introducción al tema; p. 55, Aquí y Allí; p. 56, Introducción al tema; p. 70, Comunidades; p. 89, Aquí y Allí; p. 90, Introducción al tema; p. 113, A, C, Cultura; p. 125, Aquí y Allí; p. 137, Cultura; p. 141, Comparaciones; p. 143, Cultura; p. 147, D; p. 152, Act. 3; p. 153, Tarea; p. 159, Aquí y Allí; p. 165, Act. 6; p. 180, Durante la lectura; p. 181, D</p> <p>TE: p. 3, Comparaciones; p. 20, Present; p. 55, Cultural Comparison; p. 71, Heritage Speakers; p. 79, Glencoe Technology; p. 106, Glencoe Technology; p. 114, Teach; p. 124D, Connection to Fine Art; p. 146, Glencoe Technology; p. 181, Cultura; p. 192D, Campaña de salud</p> <p>TeacherTools: pp. 4.11–4.18</p>
MLI.CCC2B	Demonstrate awareness of students' own cultures.	<p>SE: p. 3, Act. 7; p. 19, Aquí y Allí; p. 20, Introducción al tema; p. 38, Comunidades; p. 43, Comunidades; p. 55, Aquí y Allí; p. 70, Comunidades; p. 90, Introducción al tema; p. 99, Act. 5; p. 113, A; p. 137, Cultura; p. 138, Comunidades; p. 141, Comparaciones; p. 159, Aquí y Allí; p. 160, Introducción al tema; p. 164, Comunidades; p. 180, Antes de leer; p. 181, D</p> <p>TE: p. 20, Present; p. 35, Glencoe Technology; p. 54D, Connection to Fine Art; p. 79, Glencoe Technology; p. 106, Glencoe Technology; p. 114, Teach; p. 117,</p>

		Glencoe Technology; p. 145, Conexiones; p. 181, Cultura; p. 192D, Campaña de salud
MLI.CCC3	The students compare basic elements of the target language to the English language. The students:	
MLI.CCC3A	Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	<p>SE: p. 2, Act. 3; p. 3, Act. 4; p. 7, Act. 3; p. 10, Cultura, Nota; p. 13, ¡Ojo!; p. 17, Juego; p. 27, ¡Ojo!; p. 30, Artículos y sustantivos, Comparaciones; p. 32, Adjetivos; p. 35, Grammar #3; p. 39, Pronunciación; p. 51, Juego; p. 58, ¡Ojo!; p. 60, Nota; p. 63, ¡Así se dice!; p. 70, ¡Ojo!; p. 73, Pronunciación, Refrán; p. 85, Juego; p. 93, ¡Ojo!; p. 95, Comparaciones; p. 100, Comparaciones; p. 103, Act. 7; p. 112, Reading Strategy, Antes de leer, Durante la lectura, Después de leer; p. 121, Juego; p. 137, ¡Ojo!; p. 143, Refrán; p. 155, Juego; p. 167, ¡Ojo!; p. 175, Los verbos interesar, aburrir, gustar; p. 177, Pronunciación; p. 185, Act. 5; p. 188, Los verbos interesar, aburrir, gustar; p. 189, Juego; p. 197, ¿Lo sabes?; p. 198, Act. 3; p. 199, Act. 5; p. 204, Ser y estar; p. 205, Act. 6; p. 206, Ser y estar; p. 207, Act. 8; p. 208, Act. 10, 12, Video, Foldables; p. 209, Los pronombres me, te, nos; p. 219, Act. 4–5; p. 223, Juego; p. 224, Act. 3; p. 402, Reading Tip</p> <p>TE: p. 3, Comparaciones; p. 7, Tips for Success; p. 29, Conexiones; p. 30, Comparaciones; p. 35, Comparaciones; p. 39, Refrán; p. 59, About the Spanish Language; p. 66, Tips for Success; p. 70, Differentiation; p. 73, Refrán; p. 95, Comparaciones; p. 97, About the Spanish Language; p. 109, Pronunciación, Refrán; p. 110, About the Spanish Language; p. 112, Teach, Comparaciones; p. 124C, Chapter Project; p. 131, Conexiones; p. 135, Learning from Realia; p. 140, Cultural Snapshot; p. 143, Pronunciación, Refrán; p. 166, Teach; p. 175, Why It Works!, Differentiation; p. 177, Refrán; p. 196, About the Spanish Language; p. 197, About the Spanish Language; p. 200, Quick Start; p. 201, About the Spanish Language; p. 204, Tips for Success; p. 206, Differentiation; p. 207, Glencoe Technology; p. 209, Quick Start, Why It Works!; p. 211, Pronunciación</p> <p>TeacherTools: pp. 1.13–1.14; pp. 2.12–2.14; pp. 4.11–4.18; pp. 5.17–5.19; pp. 6.13–6.15</p>
MLI.CCC3B	Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	<p>SE: p. 13, ¡Ojo!; p. 27, ¡Ojo!; p. 39, Pronunciación; p. 73, Pronunciación; p. 109, Pronunciación; p. 143, Pronunciación; p. 170, ¡Ojo!; p. 177, Pronunciación; p. 211, Pronunciación</p> <p>TE: p. 7, Tips for Success; p. 17, Differentiation; p. 27, ¡Ojo!, TPR; p. 32, Teach, Differentiation; p. 33, Act. 4; p. 107, Teach, Differentiation; p. 143, Pronunciación; p. 166, Teach; p. 170, Teach; p. 172, Teach; p. 175, Differentiation; p. 177, Pronunciación; p. 179, Glencoe Technology; p. 211, Pronunciación</p>

MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:	
MLI.CCC4A	Give information regarding major current events of the target culture(s).	SE: p. 89, QuickPass (WebQuest); p. 159, QuickPass (WebQuest) TE: p. 18D, Connection to Fine Art
MLI.CCC4B	Understand the impact of current events of the target culture(s).	SE: p. 182, Roberto Clemente TE: p. 18D, Connection to Fine Art; p. 78, Cultura
MLI.CCC5	The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:	
MLI.CCC5A	Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	SE: p. 11, Conexiones; p. 24, QuickPass; p. 26, Video; p. 27, Video; p. 28, QuickPass; p. 32, Video; p. 60, QuickPass; p. 62, Video; p. 64, QuickPass; p. 66, QuickPass; p. 68, Video; p. 74, QuickPass; p. 94, QuickPass; p. 96, Video; p. 98, QuickPass; p. 101, Video; p. 106, Video; p. 110, QuickPass; p. 130, QuickPass; p. 132, Video; p. 133, Video; p. 134, QuickPass; p. 136, QuickPass; p. 138, Video; p. 144, QuickPass; p. 164, QuickPass; p. 166, Video; p. 168, QuickPass; p. 170, QuickPass; p. 173, Video; p. 178, QuickPass; p. 179, Video; p. 198, QuickPass; p. 200, Video; p. 201, Video; p. 202, QuickPass; p. 204, QuickPass; p. 208, Video; p. 212, QuickPass TE: p. 35, Glencoe Technology; p. 69, Glencoe Technology; p. 76, Glencoe Technology; p. 158C, Chapter Project; p. 192D, Campaña de salud
MLI.CCC5B	Identify resources, such as individuals and organizations accessible through the community of the Internet, that provide basic cultural information about the culture(s) studied.	SE: p. 102, Conexiones; p. 138, Comunidades TE: p. 18D, Los tejidos, Connection to Fine Art; p. 43, Comunidades; p. 45, Conexiones; p. 115, Cultural Snapshot; p. 124C, Chapter Project; p. 138, Comunidades; p. 141, Cultural Snapshot; p. 154, Cultural Snapshot; p. 192D, Campaña de salud