



Georgia Standards Correlated to Glencoe ¡Así se dice! Level 1B © 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. 322, Act. 1 TE: p. 212, Quick Start, Differentiation; p. 333, Differentiation
MLI.IP1B	Express likes, dislikes, emotions, agreement and disagreement.	SE: p. R26, Act. 3–4; p. R27, Act. 6–7; p. 205, Act. 3; p. 209, Act. 15; p. 210, Act. 17–18; p. 220, Act. 2; p. 221, Tarea; p. 228, Introducción al tema; p. 256, Act. 1–2, 4; p. 261, Act. 6; p. 264, Introducción al tema; p. 273, Act. 5, 7–8; p. 288, Act. 3; p. 292, Act. 4; p. 300, Act. 4; p. 317, D; p. 322, Act. 2; p. 383, D; p. 384, Antes de leer TE: p. R23, Act. 3; p. 192D, Connection to Fine Art; p. 225, Glencoe Technology; p. 236, Glencoe Technology; p. 250, Glencoe Technology; p. 297, España; p. 312, Quick Start; p. 382, Glencoe Technology
MLI.IP1C	Make simple requests.	SE: p. R19, Act. 9; p. 380, Act. 12–13; p. 389, Act. 7; p. 390, Act. 5 TE: p. 375, Glencoe Technology; p. 380, Differentiation; p. 389, Glencoe Technology
MLI.IP1D	Ask for clarification.	SE: p. R9, Act. 13; p. 312, Act. 15 TE: p. R9, Act. 12

MLI.IP1E	Give simple descriptions.	<p>SE: p. R4, Act. 6; p. R6, Act. 3; p. R7, Act. 4–6; p. 194, Venezuela; p. 213, C; p. 215, B, D; p. 219, Act. 6; p. 220, Act. 1; p. 237, Act. 6; p. 251, B; p. 256, Act. 1, 5; p. 261, Act. 7; p. 283, C–D; p. 288, Act. 1–2; p. 293, Act. 6; p. 310, Act. 11; p. 322, Act. 4–5; p. 346, Act. 13; p. 351, B; p. 364, Introducción al tema; p. 380, Foldables; p. 385, B; p. 390, Act. 1; p. 395, Act. 7; p. 405, B</p> <p>TE: p. R2, Teach, Differentiation; p. R3, Act. 2; p. R4, Act. 6, Differentiation; p. R17, Comunicación; p. R26, Tips for Success; p. 194, Estados Unidos; p. 202, Glencoe Technology; p. 217, Glencoe Technology; p. 232, Differentiation; p. 297, España; p. 299, Differentiation; p. 331, Perú; p. 351, Glencoe Technology; p. 365, Argentina, Chile, Perú</p> <p>TeacherTools: pp. 7.47–7.48; pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38; pp. 11.35–11.36</p>
MLI.IP1F	Comprehend basic directions.	<p>SE: p. R3, Act. 1–5; p. R4, Act. 6; p. 199, Act. 9; p. 202, Act. 2 Expansión; p. 209, Act. 15; p. 210, Act. 16; p. 220, Act. 1, 4; p. 246, Act. 17; p. 261, Act. 7; p. 277, Act. 8 Expansión; p. 293, Act. 5; p. 305, Act. 4; p. 342, Act. 4; p. 356, Act. 2; p. 390, Act. 5</p> <p>TE: p. 197, TPR; p. 200, TPR; p. 266, TPR; p. 303, TPR; p. 366, TPR; p. 367, TPR</p>
MLI.IP1G	Ask questions and provide responses based on topics such as self, family, school, etc.	<p>SE: p. R3, Act. 2; p. R5, A; p. R6, Act. 1, 3; p. R8, Act. 8; p. R9, Act. 10, 12–13; p. R13, Act. 2; p. R14, ¿Comprendes?; p. R16, Act. 1, 3; p. R18, Act. 6; p. R23, Act. 1, 3; p. R24, ¿Comprendes?; p. R26, Act. 1, 4; p. R27, Act. 6–7; p. 198, Act. 1; p. 206, Act. 7; p. 207, InfoGap; p. 208, Act. 11; p. 210, Act. 18; p. 233, Act. 4–6; p. 236, Act. 3; p. 241, Act. 7, InfoGap; p. 243, Act. 13; p. 245, Act. 14–15; p. 246, Act. 17, Foldables; p. 249, A; p. 254, Act. 2–3; p. 260, Act. 2; p. 272, Act. 3; p. 273, InfoGap; p. 275, Act. 1, 3; p. 276, Act. 6, Foldables; p. 288, Act. 1–2, 4; p. 300, Act. 2; p. 309, Act. 6, 9; p. 311, Act. 12; p. 312, Act. 15, InfoGap; p. 322, Act. 1, 3; p. 326, Act. 3; p. 334, Act. 2; p. 335, InfoGap; p. 339, Act. 4, 6; p. 341, Act. 1; p. 342, Act. 5; p. 345, Act. 10; p. 355, Act. 3; p. 356, Act. 2–3, 5; p. 361, Act. 8; p. 368, Act. 2; p. 372, Act. 2; p. 373, Act. 5; p. 376, Act. 3; p. 377, Act. 7; p. 390, Act. 1, 3–4</p> <p>TE: p. R1, Cultural Snapshot; p. R2, Teach; p. R5, Teaching Options; p. R6, Quick Start; p. R7, Teaching Options; p. R9, Quick Start, Act. 12, Cultural Snapshot; p. R12, Teach; p. R18, Cultural Snapshot; p. R22, Teach, Teaching Options; p. R25, Quick Start; p. 196, Teach; p. 200, Teach; p. 207, Act. 9, InfoGap; p. 226C, Chapter Project; p. 237, Differentiation; p. 240, Act. 4; p. 241, InfoGap; p. 244, Quick Start; p. 254, Differentiation; p. 261, Differentiation; p. 270, Teach; p. 274, Quick Start; p. 286, Differentiation; p. 302, Differentiation; p. 307, Differentiation; p. 308, Quick Start; p. 320, Differentiation; p. 333, Teaching Options; p. 335, InfoGap; p. 336, Teach; p. 342, Differentiation; p. 362C, Chapter Project; p. 366, Teach; p. 368, Act. 2; p. 369, InfoGap; p. 379, Act. 8; p. 395, Differentiation; p. 399, Core Instruction</p>

		TeacherTools: pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38; pp. 11.35–11.36
MLI.IP1H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	SE: p. 307, Act. 2, 5 TE: p. 306, Quick Start, Teaching Options; p. 307, Differentiation TeacherTools: pp. 9.13–9.14
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. R4, Act. 7; p. R6, Act. 3; p. R8, Act. 9 Expansión; p. R9, Act. 12; p. R17, Act. 5; p. R19, Act. 8–9; p. R23, Act. 4; p. R26, Act. 3–4; p. R27, Act. 7; p. 199, Act. 10; p. 203, Act. 6; p. 207, Act. 8; p. 210, Act. 17; p. 220, Act. 4; p. 233, Act. 4–5; p. 240, Act. 5; p. 245, Act. 15; p. 246, Act. 17, 19; p. 256, Act. 3, 5; p. 273, Act. 8; p. 275, Act. 3; p. 276, Act. 6; p. 288, Act. 1–3; p. 301, Act. 7; p. 307, Act. 5; p. 309, Act. 9; p. 312, Act. 15; p. 322, Act. 1–4; p. 327, Act. 7; p. 339, Act. 4, 6; p. 342, Act. 5; p. 345, Act. 10; p. 356, Act. 2–3; p. 373, Act. 5; p. 376, Act. 2; p. 379, Act. 11; p. 390, Act. 1, 3 TE: p. R5, Teaching Options; p. R9, Act. 11; p. R19, Act. 7; p. R22, Teaching Options; p. 202, Teaching Options; p. 212, Differentiation; p. 226C, Chapter Project; p. 248, Differentiation; p. 307, Differentiation; p. 333, Teaching Options; p. 348, Differentiation; p. 362C, Chapter Project; p. 376, Teaching Options; p. 395, Differentiation; p. 400, Differentiation TeacherTools: pp. 7.47–7.48; pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38; pp. 11.35–11.36
MLI.IP2B	Use formal and informal forms of address.	SE: p. R4, Act. 7; p. R15, #4; p. R19, Act. 9; p. 345, Act. 10; p. 380, #1 TE: p. R5, Teach; p. R15, Differentiation; p. 212, Differentiation; p. 307, Differentiation; p. 314, Differentiation
MLI.IP2C	Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	SE: p. 220, Act. 4; p. 233, Act. 5; p. 246, Act. 19; p. 256, Act. 5; p. 288, Act. 1–4; p. 322, Act. 1–3; p. 345, Act. 10; p. 356, Act. 2–3; p. 373, Act. 5; p. 390, Act. 3 TE: p. R26, Comunicación; p. 226C, Chapter Project; p. 276, Comunicación; p. 280, Differentiation; p. 339, Comunicación; p. 346, Differentiation; p. 373, Comunicación; p. 376, Act. 2, Teaching Options; p. 395, Differentiation TeacherTools: pp. 7.47–7.48; pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38; pp.

		11.35–11.36
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. R8, Act. 9 Expansión; p. R16, Act. 1 Expansión; 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. 232, Act. 1, 3; p. 239, Act. 2; p. 249, A, C; p. 250, Reading Checks; p. 251, A, C; p. 253, ¿Comprendes?; p. 255, Act. 7; p. 260, Act. 1; p. 268, Act. 1; p. 272, Act. 1; p. 278, Act. 10; p. 281, A; p. 282, Reading Checks; p. 283, A–B; p. 285, ¿Comprendes?; p. 287, Act. 5; p. 292, Act. 1; p. 300, Act. 1; p. 304, Act. 1; p. 315, A, C; p. 316, Reading Checks; p. 317, A–B; p. 319, ¿Comprendes?; p. 326, Act. 1; p. 334, Act. 1; p. 344, Act. 8; p. 349, A; p. 350, Reading Checks; p. 351, A, C; p. 353, ¿Comprendes?; p. 368, Act. 1; p. 372, Act. 1; p. 383, B–C; p. 384, Reading Checks; p. 385, A; p. 387, ¿Comprendes?; p. 394, Act. 1; p. 401, A; p. 405, A, C; p. 409, A–B, F</p> <p>TE: p. R5, Teaching Options; p. R14, Differentiation; p. R19, Act. 7; p. 199, Act. 9; p. 212, Teach, Differentiation, Glencoe Technology; p. 214, Teach; p. 215, Differentiation; p. 217, Glencoe Technology; p. 250, Teach, Glencoe Technology; p. 280, Glencoe Technology; p. 282, Glencoe Technology; p. 285, Glencoe Technology; p. 315, Glencoe Technology; p. 316, Glencoe Technology; p. 318, Teach, Glencoe Technology; p. 348, Teach; p. 350, Teach; p. 351, Glencoe Technology; p. 352, Glencoe Technology; p. 385, Differentiation; p. 399, Core Instruction; p. 404, Tips for Success</p> <p>TeacherTools: pp. 6.13–6.15</p>
MLI.INT1B	Comprehend simple, culturally authentic announcements, messages, and advertisements.	<p>SE: p. 211, Refrán; p. 214, Reading Checks; p. 215, A; p. 217, A–B; p. 247, Refrán; p. 279, Refrán; p. 313, Refrán; p. 347, Refrán; p. 381, Refrán; p. 401, B, D–E; p. 405, D; p. 409, D</p> <p>TE: p. 214, Teach; p. 279, Refrán; p. 399, Core Instruction; p. 403, Core Instruction; p. 408, Section 2</p> <p>TeacherTools: pp. 6.13–6.16; pp. 7.14–7.21; pp. 8.11–8.13; pp. 9.11–9.12; pp. 10.11–10.13; p. 11.10</p>
MLI.INT1C	Understand simple instructions,	SE: p. R3, Act. 1–5; p. R4, Act. 6; p. R8, Act. 9 Expansión; p. 199, Act. 6; p. 205, Act.

	such as classroom procedures.	4; p. 207, Act. 9 Expansión; p. 213, B; p. 218, Act. 3; p. 225, Act. 7; p. 236, Act. 1, 4; p. 360, Act. 3 TE: p. 197, TPR; p. 200, TPR; p. 231, TPR; p. 234, TPR; p. 237, TPR; p. 266, TPR; p. 271, TPR; p. 303, TPR; p. 332, TPR; p. 371, TPR
MLI.INT1D	Demonstrate Novice-Mid proficiency in listening and reading comprehension.	SE: p. R3, Act. 2–4; p. R5, A–B; p. R6, Act. 1; p. R8, Act. 8, Act. 9 Expansión; p. R9, Act. 10–11; p. R13, Act. 1–3; p. R14, ¿Comprendes?; p. R16, Act. 1, 3, Act. 1 Expansión; p. R17, Act. 5; p. R18, Act. 6; p. R23, Act. 1–4; p. R24, ¿Comprendes?; p. R26, Act. 1; p. R27, Act. 6; p. 213, B, D; p. 215, E; p. 239, Act. 1; p. 240, Act. 4; p. 276, Act. 4 Expansión; p. 281, C–D; p. 292, Act. 1; p. 315, C; p. 317, E; p. 319, ¿Comprendes?; p. 338, Act. 3; p. 345, Act. 9; pp. 354–355, Act 1–7; p. 383, A; p. 385, C; p. 389, Act. 8; p. 394, Act. 1; p. 401, E; p. 405, D; p. 409, C–D TE: p. R1, Cultural Snapshot; p. R2, Quick Start, Teach; p. R5, Teaching Options; p. R6, Quick Start; p. R7, Teaching Options; p. R9, Quick Start, Act. 11, Cultural Snapshot; p. R12, Teach; p. R14, Teach, Differentiation; p. R18, Cultural Snapshot; p. R19, Act. 7; p. R22, Teach; p. R25, Quick Start; p. 205, Comunicación; p. 212, Teach, Glencoe Technology; p. 214, Teach; p. 231, Glencoe Technology; p. 235, Differentiation, Glencoe Technology; p. 247, Pronunciación; p. 249, Glencoe Technology; p. 293, Glencoe Technology; p. 299, TPR; p. 303, Glencoe Technology; p. 305, Glencoe Technology; p. 317, Glencoe Technology; p. 321, Glencoe Technology; p. 336, Glencoe Technology; p. 337, TPR; p. 343, Glencoe Technology; p. 345, Comunicación; p. 351, Glencoe Technology; p. 352, Glencoe Technology; p. 371, Glencoe Technology; p. 381, Teaching Options; p. 382, Glencoe Technology; p. 384, Glencoe Technology; p. 386, Glencoe Technology TeacherTools: pp. 6.13–6.15; pp. 8.35–8.36
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. 335, Act. 5 TE: p. R14, Teach; p. R22, Teaching Options
MLI.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.	SE: p. 203, Act. 4 TE: p. R5, Teach; p. 194, Present; p. 197, Differentiation; p. 201, Differentiation, Glencoe Technology; p. 212, Differentiation; p. 235, Glencoe Technology; p. 271, Differentiation; p. 280, Differentiation; p. 367, Heritage Speakers; p. 375,

		Differentiation; p. 408, Section 3B TeacherTools: pp. 8.35–8.36; pp. 11.35–11.36
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.	SE: p. R5, B; p. R8, Act. 9 Expansión; p. R16, Act. 1 Expansión; p. R23, Act. 4; 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. 232, Act. 2 Expansión; p. 236, Act. 3 Expansión; p. 239, Act. 2 Expansión, Act. 3 Expansión; p. 249, B; p. 256, Act. 3; p. 261, Act. 7; p. 268, Act. 2 Expansión; p. 275, Act. 1 Expansión; p. 281, B; p. 301, Act. 5 Expansión; p. 315, B; p. 322, Act. 5; p. 323, Tarea; p. 341, Act. 1 Expansión; p. 344, Act. 8 Expansión; p. 349, B; p. 351, D; p. 356, Act. 4; p. 385, D; p. 395, Act. 7 TE: p. R9, Act. 11; p. R14, Differentiation; p. R19, Act. 7; p. 192C, Chapter Project; p. 212, Teach; p. 215, Differentiation; p. 226D, Carnaval; p. 233, Comunicación; p. 246, Writing Development; p. 275, Writing Development; p. 276, Act. 4, Comunicación; p. 283, Differentiation; p. 288, Act. 4; p. 294C, Chapter Project; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 339, Differentiation; p. 346, Differentiation; p. 348, Differentiation; p. 353, Conexiones; p. 362C, Chapter Project; p. 362D, Los gauchos; p. 373, Comunicación; p. 383, Writing Development; p. 395, Differentiation; p. 399, Core Instruction; p. 407, Step 5; p. 408, Section 3B TeacherTools: p. 6.16; pp. 7.47–7.48; p. 8.14; p. 10.14; pp. 11.35–11.36
MLI.P1B	Give basic information about self and others including school, family, activities, etc.	SE: p. R6, Act. 3; p. R7, Act. 4–7; p. R9, Act. 12; p. R17, Act. 5; p. R19, Act. 8; p. R26, Act. 3–4; p. R27, Act. 7; 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. 237, Act. 5; p. 240, Act. 4; p. 243, Act. 11; p. 256, Act. 2, 4; p. 257, Tarea; p. 269, Act. 4; p. 273, Act. 5, 7; p. 275, Act. 2; p. 293, Act. 6–7; p. 295, Aquí y Allí; p. 300, Act. 4; p. 309, Act. 6; p. 312, Act. 14; p. 316, Antes de leer; p. 318, Antes de leer; p. 338, Act. 1; p. 341, Act. 2; p. 356, Act. 1; p. 357, Tarea; p. 369, Act. 6; p. 377, Act. 4; p. 379, Act. 8, 11; p. 384, Durante la lectura; p. 386, Antes de leer; p. 388, Act. 3; p. 390, Act. 2, 4; p. 391, Tarea TE: p. R4, Act. 6, Differentiation; p. R12, Teaching Options; p. R13, Act. 3; p. R14, Teach; p. R17, Comunicación; p. R26, Tips for Success; p. 199, Act. 7; p. 202, Glencoe Technology; p. 205, Differentiation; p. 207, Glencoe Technology; p. 219, Glencoe Technology; p. 225, Glencoe Technology; p. 236, Glencoe Technology; p. 250, Glencoe Technology; p. 255, Glencoe Technology; p. 261, Glencoe Technology; p. 308, Quick Start; p. 315, Glencoe Technology; p. 340, Glencoe Technology; p.

		<p>343, Quick Start; p. 361, Glencoe Technology; p. 367, Heritage Speakers; p. 389, Glencoe Technology; p. 395, Glencoe Technology</p> <p>TeacherTools: pp. 11.11–11.12</p>
MLI.P1C	Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. 205, Act. 5; p. 221, Tarea; p. 243, Act. 11 Expansión; p. 247, Pronunciación; p. 249, B; p. 256, Act. 1; p. 261, Act. 7; p. 279, Pronunciación; p. 289, Tarea; p. 301, Act. 7; p. 313, Pronunciación; p. 322, Act. 5; p. 323, Tarea; p. 327, Act. 5; p. 344, Act. 7; p. 346, Foldables; p. 347, Pronunciación; p. 356, Act. 4; p. 357, Tarea; p. 372, Act. 2 Expansión; p. 369, Act. 6; p. 381, Pronunciación; p. 383, D; p. 391, Tarea; p. 395, Act. 7</p> <p>TE: p. R5, B; p. R8, Teach; p. 192C, Chapter Project; p. 211, Heritage Speakers; p. 217, Glencoe Technology; p. 226C, Chapter Project; p. 226D, Carnaval; p. 247, Heritage Speakers; p. 261, Differentiation; p. 262C, Chapter Project; p. 272, Comunidades; p. 280, Differentiation; p. 282, Glencoe Technology; p. 287, Glencoe Technology; p. 288, Act. 4; p. 293, Glencoe Technology; p. 294C, Chapter Project; p. 321, Glencoe Technology; p. 327, Glencoe Technology; p. 328C, Chapter Project; p. 339, Comunicación; p. 344, Differentiation; p. 347, Heritage Speakers; p. 349, Writing Development; p. 355, Glencoe Technology; p. 373, Comunicación; p. 382, Differentiation; p. 395, Differentiation</p> <p>TeacherTools: p. 6.16; p. 7.22; pp. 7.47–7.48; p. 8.14; pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38; pp. 11.11–11.12; pp. 11.35–11.36</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. 199, Act. 7; p. 203, Act. 6; p. 211, Pronunciación; p. 220, Act. 2; p. 221, Tarea; p. 257, Tarea; p. 289, Tarea; p. 356, Act. 1; p. 357, Tarea; p. 390, Act. 2; p. 391, Tarea</p> <p>TE: p. R5, Teach; p. R22, Differentiation; p. 192C, Chapter Project; p. 225, Glencoe Technology; p. 226C, Chapter Project; p. 236, Comunidades</p> <p>TeacherTools: pp. 7.47–7.48; pp. 8.35–8.36; pp. 9.35–9.36; pp. 10.37–10.38</p>
MLI.P2B	Demonstrate comprehension of rehearsed material.	<p>SE: p. 257, Tarea</p> <p>TE: p. 192C, Chapter Project; p. 225, Glencoe Technology; p. 226C, Chapter Project</p> <p>TeacherTools: pp. 7.47–7.48; pp. 8.35–8.36; pp. 9.35–9.36</p>

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.	<p>SE: p. 255, Act. 7; p. 264, Introducción al tema; p. 283, C–D; p. 285, ¿Comprendes?; p. 287, Act. 5; p. 296, Introducción al tema; p. 305, Act. 5, 7; p. 316, Reading Check (2); p. 317, A, E; p. 321, Act. 7; p. 323, Tarea; p. 353, ¿Comprendes?</p> <p>TE: p. 226D, Carnaval; p. 231, Glencoe Technology; p. 262C, Chapter Project; p. 262D, Maracas; p. 264, Argentina; p. 272, Comunidades; p. 294D, Yarn Paintings; p. 315, Glencoe Technology; p. 317, Glencoe Technology; p. 328D, Un lugar misterioso; p. 353, Conexiones; p. 362D, Los gauchos</p>
MLI.CU1B	Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	<p>SE: p. 264, Introducción al tema; p. 316, Reading Check (1); p. 317, B, D; p. 318, De compras; p. 321, Act. 7; p. 323, Tarea; p. 385, D; p. 386, El camping; p. 389, Act. 8; p. 405, D; p. 409, C</p> <p>TE: p. 262C, Chapter Project; p. 271, Glencoe Technology; p. 318, Glencoe Technology; p. 362D, Los gauchos</p>
MLI.CU1C	Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	<p>SE: p. 251, C; p. 263, Aquí y Allí; p. 264, Introducción al tema; p. 304, Act. 2; p. 316, Mercados indígenas; p. 317, C; p. 318, De compras; p. 323, Tarea</p> <p>TE: p. 226D, Carnaval; p. 262C, Chapter Project; p. 262D, Maracas; p. 267, Cultura; p. 285, Glencoe Technology; p. 303, Glencoe Technology; p. 315, Glencoe Technology</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: p. 252, Antes de leer; p. 255, Act. 7; p. 256, Act. 3; p. 257, Tarea; p. 285, Conexiones; p. 351, B; p. 355, Act. 6–7; p. 330, Estados Unidos; p. 356, Act. 5</p> <p>TE: p. 207, GeoVistas; p. 213, Cultural Snapshot; p. 216, Cultural Snapshot; p. 226D, Connection to Fine Art; p. 229, Argentina, Paraguay; p. 249, GeoVistas; p. 251, Cultural Snapshot; p. 252, Glencoe Technology; p. 265, Chile; p. 310, GeoVistas; p. 328C, Chapter Project; p. 341, Cultural Snapshot; p. 350, Differentiation; p. 353, Conexiones; p. 362C, Chapter Project</p>

		TeacherTools: p. 7.22
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. 199, Act. 9; p. 214, Reading Strategy, Antes de leer, Durante la lectura; p. 215, E; p. 221, Tarea; p. 250, Reading Strategy; p. 257, Tarea; p. 282, Reading Strategy; p. 283, C; p. 289, Tarea; p. 307, Act. 1; p. 316, Reading Strategy; p. 323, Writing Strategy, #1; p. 339, Act. 7; p. 349, C; p. 350, Reading Strategy, Antes de leer, Durante la lectura, Después de leer; p. 357, Tarea; p. 384, Reading Strategy; p. 409, E</p> <p>TE: 192C, Chapter Project; p. 192D, Recipe; p. 226D, Connection to Fine Art; p. 262C, Chapter Project; p. 262D, Recipe, Maracas; p. 267, Differentiation; p. 294C, Chapter Project; p. 294D, Yarn Paintings; p. 310, GeoVistas; p. 328C, Chapter Project; p. 349, C; p. 362C, Chapter Project; p. 375, Differentiation; p. 383, B–C</p> <p>TeacherTools: p. 6.16; p. 7.22; p. 8.14; pp. 9.13–9.14</p>
MLI.CCC1C	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	<p>SE: p. 211, Refrán; p. 247, Refrán; p. 279, Refrán; p. 313, Refrán; p. 347, Refrán; p. 381, Refrán</p> <p>TE: p. 217, Conexiones; p. 271, Teaching Options; p. 362D, Connection to Fine Art</p> <p>TeacherTools: pp. 6.13–6.15</p>
MLI.CCC1D	Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	<p>SE: p. 199, Act. 9–10; p. 203, Conexiones; p. 207, GeoVistas; p. 218, GeoVistas; p. 249, GeoVistas; p. 252, Antes de leer, Julio en Argentina; p. 282, Un día de cultura latina; p. 284, GeoVistas; p. 285, Conexiones; p. 305, Conexiones; p. 306, Los números; p. 307, Act. 4; p. 310, GeoVistas; p. 344, GeoVistas; p. 350, El avión en la América del Sur; p. 355, Act. 6–7; p. 376, Conexiones; p. 383, GeoVistas</p> <p>TE: p. 192D, Campaña de salud, Connection to Fine Art; p. 203, Conexiones; p. 214, Conexiones; p. 217, Conexiones; p. 226D, Carnaval, Connection to Fine Art; p. 252, Glencoe Technology; p. 262C, Chapter Project; p. 262D, Maracas, Connection to Fine Art; p. 282, Glencoe Technology; p. 283, Differentiation; p. 294D, Connection to Fine Art; p. 313, About the Spanish Language; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 344, GeoVistas; p. 353, Conexiones; p. 362C, Chapter Project; p. 362D, Connection to Fine Art; p. 376, Conexiones</p> <p>TeacherTools: pp. 6.13–6.15; pp. 9.13–9.14</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. 227, Aquí y Allí; p. 256, Act. 3; p. 263, Aquí y Allí; p. 264, Introducción al tema; p. 295, Aquí y Allí; p. 316, Durante la lectura; p. 318, Antes de leer; p. 323, Tarea; p. 329, Aquí y Allí; p. 363, Aquí y Allí</p> <p>TE: p. 192D, Campaña de salud; p. 262C, Chapter Project; p. 263, Cultural Comparison; p. 267, Cultura; p. 285, Glencoe Technology; p. 294D, Connection to Fine Art; p. 297, Argentina; p. 315, Glencoe Technology; p. 350, Cultural Snapshot; p. 363, Spotlight on Culture; p. 364, Present</p>
MLI.CCC2B	Demonstrate an awareness of elements of the students' own culture.	<p>SE: p. R6, Act. 3; p. 236, Comunidades; p. 263, Aquí y Allí; p. 285, Conexiones; p. 329, Aquí y Allí</p> <p>TE: p. 192D, Campaña de salud; p. 229, Argentina, Paraguay; p. 296, Present</p>
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. R27, Grammar #1; 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. 234, ¡Así se dice!; p. 242, Pretérito de ir y ser; p. 244, Los pronombres lo, la, los, las; p. 247, Pronunciación, Refrán; p. 255, Act. 6; p. 258, Pronombres lo, la, los, las; p. 259, Juego; p. 261, Act. 6; p. 267, ¡Ojo!; p. 268, ¿Te acuerdas?; p. 269, Act. 4; p. 270, ¡Así se dice!; p. 273, Act. 6; p. 278, Palabras afirmativas y negativas, Act. 9; p. 279, Pronunciación, Refrán; p. 287, Act. 4; p. 290, Palabras afirmativas y negativas; p. 291, Juego; p. 299, ¡Así se dice!; p. 306, Comparaciones; p. 308, Presente de saber y conocer; p. 309, Act. 7–8; p. 310, Act. 10; p. 312, Demostrativos; p. 313, Pronunciación, Refrán; p. 321, Act. 4; p. 324, Presente de saber y conocer; p. 325, Juego; p. 327, Act. 4; p. 336, ¡Así se dice! p. 347, Pronunciación, Refrán; p. 359, Juego; p. 360, Act. 1; p. 371, ¡Así se dice!; p. 374, Verbos reflexivos, Conexiones; p. 375, Grammar #4; p. 377, Act. 5; p. 378, Verbos reflexivos de cambio radical; p. 379, Act. 10; p. 380, Foldables; p. 381, Pronunciación, Refrán; p. 388, Act. 4; p. 392, Verbos reflexivos; p. 393, Juego; p. 395, Act. 5; p. 402, Reading Tip</p> <p>TE: p. R5, Teach; 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. 231, About the Spanish Language; p. 242,</p>

		<p>Quick Start; p. 252, Differentiation; p. 267, About the Spanish Language; p. 270, Differentiation; p. 303, About the Spanish Language, Tips for Success; p. 306, Teach; p. 307, Comparaciones, Cultural Snapshot; p. 311, Teach; p. 333, About the Spanish Language; p. 337, About the Spanish Language; p. 347, Refrán; p. 371, Glencoe Technology; p. 375, Glencoe Technology; p. 384, About the Spanish Language; p. 406, Vocabulario</p> <p>TeacherTools: pp. 6.13–6.15; pp. 7.14–7.21; p. 11.10</p>
MLI.CCC3B	Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	<p>SE: p. 211, Pronunciación; p. 239, Act. 1; p. 243, Act. 10; p. 247, Pronunciación; p. 279, Pronunciación; p. 313, Pronunciación; p. 347, Pronunciación; p. 381, Pronunciación; p. 394, Act. 1</p> <p>TE: p. R22, Differentiation; p. 211, Pronunciación; p. 239, Differentiation; p. 242, Differentiation; p. 279, Pronunciación; p. 306, Teach; p. 313, Pronunciación, About the Spanish Language; p. 318, Differentiation; p. 325, Expansión; p. 347, Pronunciación; p. 381, Pronunciación; p. 393, Expansión</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).	<p>SE: QuickPass, World News Online</p> <p>TE: p. 192D, Campaña de salud; p. 236, Comunidades; p. 272, Comunidades; p. 295, Cultural Snapshot</p>
MLI.CCC4B	Understand the impact of current events of the target culture(s).	<p>SE: QuickPass, World News Online</p> <p>TE: p. 192D, Campaña de salud; p. 263, Cultural Snapshot; p. 265, Nicaragua; p. 290, Cultural Snapshot; p. 294C, Chapter Project; p. 295, Cultural Snapshot; 379, Cultural Snapshot</p>
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	<p>SE: p. 198, QuickPass; p. 200, Video; p. 201, Video; p. 202, QuickPass; p. 204, QuickPass; p. 208, Video; p. 212, QuickPass; p. 231, Video; p. 232, QuickPass; p. 234, Video; p. 235, Video; p. 236, QuickPass; p. 238, QuickPass; p. 245, Video; p. 248, QuickPass; p. 268, QuickPass; p. 270, Video; p. 271, Video; p. 272, QuickPass;</p>

	technology.	<p>p. 274, QuickPass; p. 276, Video; p. 280, QuickPass; p. 285, Video; p. 300, QuickPass; p. 302, Video; p. 304, QuickPass; p. 306, QuickPass; p. 315, Video; p. 334, QuickPass; p. 336, Video; p. 338, QuickPass; p. 343, Video; p. 371, Video; p. 378, Video</p> <p>TE: p. 192D, Campaña de salud; p. 226D, Connection to Fine Art; p. 247, Pronunciación; p. 248, Glencoe Technology; p. 250, Teach; p. 269, Glencoe Technology; p. 272, Comunidades; p. 273, Glencoe Technology; p. 283, Differentiation</p> <p>TeacherTools: pp. 10.11–10.13</p>
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.	<p>SE: p. 236, Comunidades; p. 240, Carreras; p. 272, Comunidades; p. 284, Antes de leer; p. 307, Act. 4</p> <p>TE: p. 192D, Campaña de salud; p. 226D, Connection to Fine Art; p. 236, Comunidades; p. 272, Comunidades; p. 283, Differentiation; p. 294D, Connection to Fine Art; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 344, GeoVistas; p. 353, Conexiones; p. 362C, Chapter Project</p> <p>TeacherTools: p. 10.14</p>