



Georgia Standards Correlated to Glencoe ¡Así se dice! Level 2 © 2009

Standard	Standard	Where Taught
MLII.IP1	The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLII.IP1A	Express needs and preferences.	<p>SE: p. R4, Act. 7; p. R23, Act. 5; p. R31, Act. 3; p. R34, Act. 3–4; p. R35, Act. 6–7; p. R39, Act. 1; p. R40, Act. 6; p. R49, Act. 3; p. 11, Act. 4; p. 28, Act. 2–3; p. 32, Act. 4; p. 45, Act. 5; p. 52, Act. 13; p. 75, Act. 7; p. 96, Act. 1–2, 4; p. 104, México; p. 109, Act. 6; p. 110, Act. 1; p. 111, Act. 6; p. 128, Act. 1, 3; p. 194, Act. 2; p. 215, Comparaciones; p. 222, Act. 5; p. 239, Act. 7; p. 256, Act. 5; p. 295, Act. 5; p. 298, Introducción al tema; p. 303, Act. 7; p. 311, D; p. 318, Act. 1; p. 345, B; p. 350, Act. 1, 4</p> <p>TE: p. R49, Differentiation; p. 34C, Chapter Project; p. 45, Comunicación; p. 102D, Connection to Fine Art; p. 105, Perú; p. 157, Comunicación; p. 202, España; p. 329, Comunicación</p> <p>TeacherTools: p. R.22; p. R.26; p. 7.75; p. 8.72</p>
MLII.IP1B	Express feelings and emotions.	SE: p. R7, Act. 7; p. 55, D; p. 141, Act. 6; p. 194, Act. 1, 3; p. 212, Act. 13; p. 311, D; p. 326, Introducción al tema; p. 331, Act. 8; p. 337, Act. 6; p. 339, Act. 10

		<p>TE: p. R31, Act. 3; p. 36, España; p. 89, Teaching Options; p. 200D, Connection to Fine Art; p. 219, Comunicación; p. 228D, Connection to Fine Art; p. 246, Comunicación; p. 262D, Connection to Fine Art; p. 324D, Connection to Fine Art</p>
MLII.IP1C	Request help and clarification.	<p>SE: p. R9, Act. 12; p. R49, Act. 1 Expansión, Act. 2 Expansión; p. 6, Act. 2 Expansión; p. 11, Act. 6; p. 13, Act.1 Expansión; p. 16, Act. 8 Expansión; p. 44, Act. 2 Expansión; p. 75, Act. 5 Expansión; p. 81, Act. 1 Expansión; p. 108, Act. 3 Expansión; p. 113, Act. 7 Expansión; p. 148, Act. 6 Expansión; p. 174, Act. 3 Expansión; p. 206, Act. 2 Expansión; p. 209, Act. 1 Expansión; p. 273, Act. 5 Expansión; p. 334, Act. 2 Expansión, Act. 3 Expansión; p. 337, Act. 4 Expansión</p> <p>TE: pp. 26–27, Differentiation; pp. 60–61, Differentiation; pp. 94–95, Differentiation; pp. 126–127, Differentiation; pp. 160–161, Differentiation; pp. 192–193, Differentiation; pp. 220–221, Differentiation; pp. 288–289, Differentiation; pp. 316–317, Differentiation; pp. 348–349, Differentiation</p> <p>TeacherTools: p. 7.74; p. 9.67</p>
MLII.IP1D	Give descriptions.	<p>SE: p. R3, Act. 1; p. R4, Act. 6–7; p. R7, Act. 4–6; p. R26, Act. 4; p. R27, Act. 7; p. R31, Act. 4; p. R45, Act. 6, 9; p. 18, Act. 13, Foldables; p. 28, Act. 4–5; p. 62, Act. 1–3; p. 67, Act. 7; p. 96, Act. 1, 3; p. 141, Act. 6; p. 145, Act. 5; p. 151, Act. 14; p. 162, Act. 1–2; p. 167, Act. 3; p. 183, Act. 9; p. 207, Act. 5; p. 222, Act. 4; p. 235, Act. 6; p. 256, Act. 1, 3–4; p. 261, Act. 6; p. 269, Act. 6; p. 290, Act. 2; p. 303, Act. 6; p. 318, Act. 2–3; p. 322, Act. 4; p. 335, Act. 4; p. 341, Act. 15; p. 350, Act. 3</p> <p>TE: p. R2, Differentiation; p. R17, Comunicación; p. R26, Comunicación; p. 18, Differentiation; p. 24, Differentiation; p. 33, Pre-AP; p. 37, Argentina, Chile, Perú; p. 67, Differentiation, Pre-AP; p. 101, Pre-AP; p. 102D, Connection to Fine Art; p. 133, Pre-AP; p. 145, Comunidades; p. 167, Pre-AP; p. 168D, Connection to Fine Art; p. 200D, Connection to Fine Art; p. 215, Comparaciones; p. 227, Pre-AP; p. 232, Comparaciones; p. 234, Comunidades; p. 261, Pre-AP; p. 262D, Las señales de tráfico; p. 295, Pre-AP; p. 310, Cultura; p. 319, Differentiation; p. 323, Pre-AP</p> <p>TeacherTools: p. R.3; p. R.10; p. R.13; p. R.17; p. R.31; p. 6.64; p. 7.73; pp. 8.72–8.73; pp. 10.66–10.67; p. 11.74</p>
MLII.IP1E	Give and follow directions	<p>SE: p. 52, Act. 13; p. 62, Act. 5; p. 75, Act. 8; p. 274, Act. 1; p. 275, Act. 2–6; p. 276, Act. 7–8;</p>

	and instructions.	<p>p. 277, Act. 9–10; p. 288, Act. 3; p. 291, Tarea, #2; p. 307, Act. 6; p. 308, Act. 7–9; p. 309, Act. 11, 13; p. 318, Act. 4; p. 319, Tarea, #2; p. 350, Act. 2</p> <p>TE: p. 52, Differentiation; p. 275, Comunicación; p. 296C, Chapter Project</p> <p>TeacherTools: pp. 6.35–6.36; pp. 9.66–9.67</p>
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.	<p>SE: p. R3, Act. 2; p. R6, Act. 1; p. R8, Act. 8; p. R9, Act. 10, 12–13; p. R13, Act. 2; p. R16, Act. 1, 3; p. R18, Act. 6; p. R19, Act. 9; p. R26, Act. 1; p. R27, Act. 5; p. R31, Act. 1; p. R34, Act. 4; p. R35, Act. 7; p. R43, Act. 1–2; p. R45, Act. 8; p. R51, InfoGap; p. 6, QuickPass; p. 7, InfoGap; p. 10, Act. 1, QuickPass; p. 11, Act. 6; p. 28, Act. 2; p. 40, Act. 2; p. 41, InfoGap; p. 44, Act. 2; p. 48, Act. 1, 3; p. 49, Act. 4, 7; p. 51, Act. 8, 11; p. 62, Act. 4; p. 74, Act. 2; p. 78, Act. 2; p. 79, Act. 5, InfoGap; p. 81, Act. 1; p. 83, Act. 6; p. 84, Act. 10; p. 85, Act. 11; p. 108, Act. 3; p. 109, Act. 6; p. 110, Act. 1; p. 111, Act. 2, 4; p. 113, Act. 7; p. 114, InfoGap; p. 115, Act. 10; p. 116, Act. 12; p. 117, Act. 13–14; p. 132, Act. 3; p. 140, Act. 2; p. 144, Act. 2; p. 145, Act. 4, InfoGap; p. 146, Act. 1; p. 147, Act. 2, 5; p. 148, Act. 6; p. 149, Act. 9; p. 150, Act. 10; p. 151, Act. 12–13; p. 166, Act. 2; p. 174, Act. 3; p. 175, Act. 8; p. 178, Act. 2; p. 179, Act. 5, InfoGap; p. 180, Act. 1; p. 182, Act. 5, 7; p. 183, Act. 8–10; p. 185, Act. 11, 14; p. 187, C; p. 194, Act. 2; p. 202, Introducción al tema; p. 206, Act. 2, QuickPass; p. 209, Act. 1–2, 4, InfoGap; p. 210, Act. 5–7; p. 211, Act. 9–10; p. 212, Act. 11–13; p. 213, Act. 14, 16; p. 222, Act. 2, 5; p. 234, Act. 2; p. 238, Act. 3; p. 239, InfoGap; p. 241, Act. 1; p. 243, Act. 5; p. 245, Act. 10, 13; p. 268, Act. 2; p. 272, Act. 3; p. 278, Act. 12; p. 279, Act. 14; p. 290, Act. 6; p. 294, Act. 2; p. 295, Act. 5; p. 303, Act. 4; p. 306, Act. 5, InfoGap; p. 318, Act. 5; p. 326, Introducción al tema; p. 330, Act. 2; p. 334, Act. 2; p. 335, InfoGap; p. 337, Act. 4; p. 338, Act. 7; p. 341, Act. 13; p. 350, Act. 3, 5; pp. SR2–SR13</p> <p>TE: p. 7, InfoGap; p. 11, Comunicación; p. 41, InfoGap; p. 49, Teaching Options; p. 108, Teaching Options; p. 173, Comunicación; p. 189, Comunicación; p. 206, Comunicación; p. 247, Comparaciones; p. 324C, Chapter Project</p> <p>TeacherTools: p. 1.69; p. 6.63; p. 7.74; p. 9.66; p. 10.66; pp. 11.73–11.74</p>
MLII.IP1G	Ask questions and provide responses about plans and events.	<p>SE: p. R23, Act. 2; p. R34, Act. 1; p. R49, Act. 1; p. R52, Act. 1–5; p. R53, Act. 6; p. 6, Act. 2; p. 7, Act. 5; p. 13, Act. 1–2; p. 14, Act. 5; p. 16, Act. 7; p. 17, Act. 10; p. 28, Act. 2, 5; p. 62, Act. 3; p. 75, Act. 7; p. 96, Act. 2; p. 185, Act. 15; p. 194, Act. 5; p. 210, Act. 8; p. 222, Act. 1, 3; p. 243, Act. 5, 8; p. 256, Act. 6; p. 279, Act. 16; p. 290, Act. 1, 5; p. 336, Act. 2; p. 338, Act. 9</p>

		<p>TE: p. 2, Chile; p. 5, Teaching Options; p. 16, Differentiation; p. 67, Differentiation; p. 156, Comunicación; p. 216, Comunicación</p> <p>TeacherTools: pp. 6.71–6.72</p>
MLII.IP2	The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:	
MLII.IP2A	Initiate, participate in, and close an oral or written exchange.	<p>SE: p. R9, Act. 12; p. 17, Act. 10; p. 28, Act. 2–3; p. 29, #2; p. 75, Act. 7; p. 82, Act. 5; p. 96, Act. 2; p. 128, Act. 1; p. 129, #2; p. 147, Act. 5; p. 175, Act. 8; p. 179, Act. 7; p. 195, #2; p. 209, Act. 4; p. 291, Tarea, #2; p. 343, C</p> <p>TE: p. R40, Comunicación; p. 20, Differentiation; p. 34C, Chapter Project; p. 67, Differentiation; p. 204, Comunicación; p. 214, Teach; p. 275, Comunicación; p. 324C, Chapter Project; p. 335, Comunicación</p> <p>TeacherTools: p. R.26; pp. 6.71–6.72</p>
MLII.IP2B	Use simple paraphrasing to convey and comprehend messages.	<p>SE: p. R8, Act. 9 Expansión; p. R16, Act. 1 Expansión; p. R23, Act. 2 Expansión; p. R49, Act. 1 Expansión, Act. 2 Expansión; p. 6, Act. 2 Expansión; p. 13, Act. 1 Expansión; p. 16, Act. 8 Expansión; p. 44, Act. 2 Expansión; p. 75, Act. 5 Expansión; p. 81, Act. 1 Expansión; p. 108, Act. 3 Expansión; p. 113, Act. 7 Expansión; p. 147, Act. 5; p. 148, Act. 6 Expansión; p. 174, Act. 3 Expansión; p. 206, Act. 2 Expansión; p. 209, Act. 1 Expansión; p. 273, Act. 5 Expansión; p. 334, Act. 2 Expansión, Act. 3 Expansión; p. 337, Act. 4 Expansión; p. 350, Act. 5</p> <p>TE: p. R14, Differentiation; p. 21, Writing Development; p. 89, Differentiation; p. 147, Differentiation; p. 241, Differentiation; p. 360, Differentiation</p> <p>TeacherTools: pp. 6.15–6.16; pp. 6.35–6.36; pp. 7.43–7.44; pp. 8.45–8.46; pp. 9.39–9.40; pp. 10.37–10.38; pp. 11.43–11.44</p>
MLII.IP2C	Use gestures and body language to convey and comprehend messages.	<p>SE: p. R19, Act. 9; p. 11, Act. 6; p. 16, Act. 7; p. 17, Act. 10; p. 45, Act. 5; p. 194, Act. 3; p. 331, Act. 5; p. 350, Act. 5</p>

		<p>TE: p. R5, Teach; p. R30, Differentiation; p. R38, Teach; p. R40, Comunicación; p. 5, Teaching Options; p. 11, Comunicación; p. 16, Differentiation; p. 18, Differentiation; p. 20, Differentiation; p. 34C, Chapter Project; p. 39, Heritage Speakers; p. 45, Comunicación; p. 54, Teach, Differentiation; p. 73, Differentiation; p. 77, Differentiation; p. 118, Differentiation; p. 176, Differentiation; p. 177, Differentiation; p. 187, Differentiation; p. 204, Comunicación; p. 214, Teach; p. 267, Differentiation; p. 280, Differentiation; p. 296C, Chapter Project; p. 300, Differentiation; p. 324C, Chapter Project; p. 343, Differentiation; p. 361, Differentiation; p. 370, Core Instruction; p. 374, Core Instruction</p> <p>TeacherTools: pp. 7.43–7.44; pp. 8.45–8.46; pp. 9.39–9.40; pp. 10.37–10.38; pp. 11.43–11.44</p>
MLII.IP2D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. R6, Act. 3; p. 96, Act. 1–2, 4; p. 128, Act. 1, 3, 5; p. 162, Act. 1–2; p. 194, Act. 1–3, 5; p. 222, Act. 1–5; p. 256, Act. 1, 3–4, 6; p. 290, Act. 1–2, 4–5; p. 318, Act. 1–5; p. 350, Act. 1–3, 5</p> <p>TE: p. 18, Differentiation; p. 33, Pre-AP; p. 67, Pre-AP; p. 101, Pre-AP; p. 133, Pre-AP; p. 167, Pre-AP; p. 227, Pre-AP; p. 261, Pre-AP; p. 295, Pre-AP; p. 296C, Chapter Project; p. 323, Pre-AP; p. 324C, Chapter Project</p> <p>TeacherTools: p. 1.69; p. 2.64; pp. 3.71–3.72; p. 4.64; p. 5.63; pp. 6.63–6.64; pp. 6.71–6.72; p. 7.74; pp. 8.72–8.73; pp. 9.66–9.67; pp. 10.66–10.67; pp. 11.73–11.75</p>
MLII.INT1	The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
MLII.INT1A	Identify main ideas and essential details when reading and listening.	<p>SE: p. R5, A; p. R13, Act. 1; p. R14, ¿Comprendes?; p. R24, A; p. R32, ¿Comprendes?; p. R41, A; p. R50, ¿Comprendes?; p. 6, Act. 1; p. 16, Act. 8; p. 20, QuickPass; p. 21, A–B; p. 22, Reading Checks; p. 23, A–B, D; p. 25, ¿Comprendes?; p. 54, QuickPass; p. 55, A–C; p. 56, Reading Checks; p. 57, A–B; p. 59, ¿Comprendes?; p. 74, Act. 1; p. 86, QuickPass; p. 87, A–C; p. 88, Reading Checks; p. 90, Reading Check; p. 91, A, D–E; p. 93, ¿Comprendes?; p. 108, Act. 1; p. 118, QuickPass; p. 119, A, C; p. 123, A; p. 125, ¿Comprendes?; p. 132, Act. 1; p. 140, Act. 1; p. 152, QuickPass; p. 153, A; p. 154, Reading Check; p. 155, Reading Checks; p. 157, A, C, E–F; p. 159, ¿Comprendes?; p. 161, Act. 6; p. 166, Act. 1; p. 181, Act. 4; p. 186, QuickPass; p. 187, A; p. 189, A–C; p. 191, ¿Comprendes?; p. 198, Act. 1; p. 206, Act. 1; p. 214,</p>

		<p>QuickPass; p. 215, A; p. 217, A; p. 219, ¿Comprendes?; p. 226, Act. 1; p. 239, Act. 7; p. 246, QuickPass; p. 247, A–B; p. 251, A, C–D; p. 253, ¿Comprendes?; p. 278, Act. 11; p. 280, QuickPass; p. 281, A; p. 285, A–B, E; p. 287, ¿Comprendes?; p. 294, Act. 1; p. 302, Act. 1; p. 310, QuickPass; p. 311, A–B; p. 313, A, C; p. 315, ¿Comprendes?; p. 322, Act. 1; p. 330, Act. 1; p. 342, QuickPass; p. 343, A; p. 345, A; p. 347, ¿Comprendes?; p. 354, Act. 1; p. 362, A–B; p. 363, C–D; p. 367, B; p. 377, A–B; p. 378, F; p. 379, G; p. 380, K; p. 381, N–O</p> <p>TE: p. 15, Glencoe Technology; p. 56, Teach; pp. 70–71, Cultural Snapshot; p. 87, Expansión; p. 244, Glencoe Technology; p. 247, Glencoe Technology; p. 248, Teach; p. 281, Glencoe Technology; p. 287, Glencoe Technology; p. 311, Glencoe Technology; p. 343, Glencoe Technology</p> <p>TeacherTools: p. R.33; p. R.36; pp. R.39–R.40; p. R.42; p. R.44; p. 1.17; pp. 1.37–1.38; pp. 2.25–2.29; pp. 2.35–2.36; pp. 3.28–3.33; pp. 3.41–3.42; pp. 4.22–4.25; pp. 4.35–4.36; pp. 5.11–5.13; pp. 5.25–5.28; pp. 5.35–5.36; pp. 6.12–6.14; pp. 6.27–6.29; pp. 6.35–6.36; pp. 7.31–7.34; pp. 7.43–7.44; pp. 8.10–8.12; pp. 8.34–8.36; pp. 8.45–8.46; pp. 9.12–9.13; pp. 9.28–9.30; pp. 9.39–9.40; pp. 10.13–10.14; p. 10.28; pp. 10.37–10.38; pp. 11.15–11.18; pp. 11.32–11.33; pp. 11.43–11.44</p>
MLII.INT1B	Interpret culturally authentic materials and information.	<p>SE: p. 75, Act. 4; p. 104, México; p. 111, Act. 6; p. 159, Video; p. 178, Act. 4; p. 315, Video; pp. 359–361, El Quijote; p. 363, F; pp. 365–366, Versos sencillos; p. 367, A; pp. 370–376, Marianela; p. 378, E; p. 379, H; p. 380, J, M; p. 381, P–Q</p> <p>TE: p. R4, Differentiation; p. 1D, Un lugar misterioso; p. 68C, Chapter Project; p. 104, México; p. 116, Learning from Realia; p. 244, Glencoe Technology; p. 274, Learning from Realia; p. 287, Glencoe Technology; p. 307, Learning from Realia</p> <p>TeacherTools: pp. 1.11–1.12; p. 1.18; p. 2.10; pp. 3.13–3.16; pp. 4.9–4.11; pp. 6.12–6.14; pp. 7.13–7.16; pp. 8.10–8.12; pp. 9.12–9.13; p. 10.13; pp. 11.15–11.18</p>
MLII.INT1C	Comprehend and follow oral and written instructions.	<p>SE: p. R13, Act. 1; p. R23, Act. 1; p. 13, Act. 3; p. 62, Act. 5; p. 275, Act. 3–4; p. 354, Act. 1</p> <p>TE: p. 4, TPR; p. 9, TPR; pp. 38–39, TPR; p. 43, TPR; p. 73, TPR; p. 77, TPR; p. 106, TPR; p. 107, TPR; p. 138, TPR; p. 139, TPR; p. 142, TPR; p. 143, TPR; p. 173, TPR; p. 176, TPR; p. 177, TPR; p. 205, TPR; p. 233, TPR; p. 236, TPR; p. 266, TPR; p. 267, TPR; p. 270, TPR; p. 275, Comunicación; p. 301, TPR; p. 328, TPR; p. 329, TPR; p. 332, TPR</p>

MLII.INT1D	Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.	<p>SE: p. R5, B; p. 57, C–D; p. 61, Act. 8; p. 66, Act. 1; p. 91, B–C; p. 95, Act. 8; p. 127, Act. 8; p. 217, E; p. 247, C; p. 251, E; p. 260, Act. 1; p. 285, C–D; p. 345, C; p. 363, E–F; p. 367, A, C; p. 377, C–D; p. 379, H; p. 380, J; p. 381, Q</p> <p>TE: p. 188, Differentiation</p> <p>TeacherTools: pp. 1.63–1.64; pp. 1.71–1.72; pp. 2.62–2.63; pp. 2.67–2.68; pp. 3.67–3.68; pp. 3.75–3.76; pp. 4.59–4.60; pp. 4.67–4.68; pp. 5.59–5.61; pp. 5.65–5.67; pp. 6.60–6.62; pp. 6.66–6.68; pp. 7.69–7.72; pp. 7.77–7.78; pp. 8.69–8.71; pp. 8.75–8.78; pp. 9.63–9.65; pp. 9.69–9.70; pp. 10.63–10.65; pp. 10.69–10.71; pp. 11.71–11.72; pp. 11.76–11.78</p>
MLII.INT2	The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:	
MLII.INT2A	Differentiate among increasingly complex statements, questions, and exclamations.	<p>SE: pp. 359–361, El Quijote; pp. 370–376, Marianela</p> <p>TE: p. 370, Core Instruction; p. 374, Core Instruction</p> <p>TeacherTools: pp. 7.43–7.44; pp. 8.45–8.46; pp. 9.39–9.40; pp. 10.37–10.38; pp. 11.43–11.44</p>
MLII.INT2B	Interpret basic gestures, body language, and intonation that clarify a message.	<p>SE: p. R41, B; p. 21, C</p> <p>TE: p. 119, Glencoe Technology; p. 191, Glencoe Technology; p. 372, Core Instruction</p> <p>TeacherTools: pp. 6.35–6.36; pp. 7.43–7.44; pp. 8.45–8.46; pp. 9.39–9.40; pp. 10.37–10.38; pp. 11.43–11.44</p>
MLII.P1	The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:	

MLII.P1A	Relate main ideas and essential details from level-appropriate print or non-print material.	<p>SE: p. R24, B; p. 55, B; p. 57, C; p. 67, Act. 7; p. 87, D; p. 91, B; p. 119, B, D; p. 123, B–D; p. 153, B–C; p. 157, B, D; p. 187, B; p. 215, B–C; p. 217, B–D; p. 247, C; p. 251, B, E; p. 281, B–C; p. 285, C–D; p. 313, B; p. 343, B; p. 345, C; p. 363, E–F; p. 367, C; p. 377, C–D; p. 379, I</p> <p>TE: p. 17, Comunicación; p. 21, Writing Development; p. 33, Pre-AP; p. 67, Pre-AP; p. 86, Teach; p. 101, Pre-AP; p. 133, Pre-AP; p. 167, Pre-AP; p. 188, Differentiation; p. 215, Glencoe Technology; p. 227, Pre-AP; p. 261, Pre-AP; p. 295, Pre-AP; p. 323, Pre-AP</p> <p>TeacherTools: pp. 1.17–1.18; pp. 6.15–6.16; pp. 6.71–6.72</p>
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.	<p>SE: p. R7, Act. 7; p. R17, Act. 5; p. R19, Act. 8; p. R43, Act. 5; p. 28, Act. 1; p. 41, Act. 6; p. 62, Act. 4; p. 128, Act. 2, 4; p. 147, Act. 5; p. 162, Act. 3–4; p. 180, Act. 3; p. 194, Act. 4; p. 256, Act. 2, 5; p. 290, Act. 3, 6; p. 302, Act. 3; p. 350, Act. 4</p> <p>TE: p. R40, Comunicación; p. 1D, Un lugar misterioso, Connection to Fine Art; p. 5, Differentiation; p. 11, Comunicación, Differentiation; p. 16, GeoVistas; p. 25, Conexiones; p. 51, Act. 11; p. 67, Differentiation; p. 83, Differentiation; p. 174, Comunicación; p. 183, Act. 9; p. 198, GeoVistas; p. 200C, Chapter Project; p. 200D, Pensiones; p. 214, Teach; p. 219, Comunicación; p. 228C, Chapter Project; p. 239, Comunicación; p. 253, Comunidades; p. 262C, Chapter Project; p. 275, Comunicación; p. 296C, Chapter Project; p. 311, Comunidades; p. 324C, Chapter Project; p. 329, Comunicación; p. 332, Differentiation; p. 346, Conexiones</p> <p>TeacherTools: p. 1.14; p. 5.14; pp. 8.79–8.80; pp. 10.15–10.16</p>
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.	<p>SE: p. 11, Act. 7; p. 29, Tarea, #2; p. 63, Tarea, #2; p. 97, Tarea, #2; p. 129, Tarea, #2; p. 163, Tarea, #2; p. 195, Tarea, #2; p. 222, Act. 6; p. 223, Tarea, #2; p. 257, Tarea, #2; p. 291, Tarea, #2; p. 319, Tarea, #2; p. 343, C; p. 351, Tarea, #2; p. 380, L; p. 381, Q</p> <p>TE: p. 25, Conexiones; p. 34C, Chapter Project; p. 55, Writing Development; p. 67, Differentiation; p. 68C, Chapter Project; p. 102C, Chapter Project; p. 113, Differentiation; p. 168C, Chapter Project; p. 187, Differentiation; p. 200C, Chapter Project; p. 228C, Chapter Project; p. 251, Writing Development; p. 253, Comunicación; p. 262C, Chapter Project</p> <p>TeacherTools: p. R.8; pp. 2.11–2.12; p. 4.12; p. 6.65; pp. 7.17–7.18; pp. 7.79–7.80; pp. 8.13–8.16; p. 8.74; p. 9.14; p. 9.68; pp. 10.15–10.16; p. 10.68; pp. 11.19–11.20; pp. 11.79–11.80</p>
MLII.P1D	Demonstrate Novice-Mid to	SE: p. 29, Tarea, #2; p. 62, Act. 4; p. 63, Tarea, #2; p. 97, Tarea, #2; p. 129, Tarea, #2; p. 163,

	Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>Tarea, #2; p. 195, Tarea, #2; p. 223, Tarea, #2; p. 257, Tarea, #2; p. 291, Tarea, #2; p. 319, Tarea, #2; p. 351, Tarea, #2</p> <p>TE: p. 33, Pre-AP; p. 34C, Chapter Project; p. 67, Differentiation, Pre-AP; p. 68C, Chapter Project; p. 101, Pre-AP; p. 102C, Chapter Project; p. 133, Pre-AP; p. 167, Pre-AP; p. 168C, Chapter Project; p. 200C, Chapter Project; p. 227, Pre-AP; p. 228C, Chapter Project; p. 261, Pre-AP; p. 262C, Chapter Project; p. 295, Pre-AP; p. 323, Pre-AP</p> <p>TeacherTools: p. 1.14; pp. 2.65–2.66; pp. 3.73–3.74; pp. 4.65–4.66; p. 5.64; p. 6.65; p. 7.75; pp. 7.79–7.80; p. 8.74; p. 9.68; p. 10.68; pp. 10.73–10.74; pp. 11.79–11.80</p>
MLII.P2	The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:	
MLII.P2A	Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.	<p>SE: p. 19, Pronunciación; p. 53, Pronunciación; p. 91, C; p. 96, Act. 3; p. 128, Act. 2, 4; p. 162, Act. 3–4; p. 194, Act. 4; p. 222, Act. 6; p. 256, Act. 2, 5; p. 290, Act. 3, 6; p. 302, Act. 3; p. 350, Act. 4</p> <p>TE: p. 19, Heritage Speakers; p. 101, Pre-AP; p. 133, Pre-AP; p. 167, Pre-AP; p. 198, GeoVistas; p. 200C, Chapter Project; p. 227, Pre-AP; p. 228C, Chapter Project; p. 261, Pre-AP; p. 295, Pre-AP; p. 296C, Chapter Project; p. 323, Pre-AP; p. 324C, Chapter Project; p. 339, Differentiation</p> <p>TeacherTools: pp. 1.75–1.76; pp. 3.79–3.80; pp. 4.69–4.70; p. 5.62; pp. 5.67–5.69; pp. 8.79–8.80; pp. 9.71–9.72</p>
MLII.P2B	Demonstrate comprehension of material.	<p>SE: p. 23, C; p. 24, Reading Check; p. 32, Act. 2; p. 33, Act. 6–8; p. 57, C; p. 87, D; p. 89, Reading Checks; p. 91, C; p. 119, B, D; p. 123, B–D; p. 153, B; p. 157, D; p. 166, Act. 1; p. 187, B–C; p. 189, D; p. 215, B–C; p. 216, Reading Checks; p. 217, D; p. 247, C; p. 251, B; p. 257, Tarea; p. 281, C; p. 285, C–D; p. 289, Act. 6; p. 302, Act. 1; p. 311, C; p. 343, B; p. 345, C; p. 363, E–F; p. 367, C; p. 377, C–D; p. 379, H–I; p. 380, J, L; p. 381, Q</p> <p>TE: pp. 2–3, Cultural Snapshot; p. 17, Comunicación; pp. 70–71, Cultural Snapshot; p. 86, Teach; p. 89, Differentiation; p. 91, Differentiation; pp. 136–137, Cultural Snapshot; pp. 170–</p>

		171, Cultural Snapshot; p. 188, Differentiation; pp. 202–203, Cultural Snapshot; pp. 230–231, Cultural Snapshot; p. 285, Tips for Success; pp. 298–299, Cultural Snapshot; p. 314, Teaching Options; pp. 326–327, Cultural Snapshot TeacherTools: pp. 6.12–6.14; pp. 8.75–8.78
MLII.CU1	The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:	
MLII.CU1A	Participate in real or simulated cultural events, such as family activities and holiday celebrations.	SE: p. 135, QuickPass (WebQuest) TE: p. 68D, Quipus; p. 102C, Chapter Project; p. 102D, La sobremesa y la siesta; p. 134D, Papel picado; p. 139, Differentiation; p. 141, Differentiation; p. 145, Differentiation; p. 228D, Cascarones; p. 296C, Chapter Project; p. 315, Cultura
MLII.CU1B	Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.	SE: p. 35, Aquí y Allí; p. 36, Introducción al tema; p. 58, El camping; p. 61, Act. 8; p. 127, Act. 8; p. 136, Introducción al tema; p. 140, QuickPass; p. 141, Cultura; p. 144, QuickPass, Cultura; p. 145, Cultura; p. 152, El Día de San Juan; pp. 154–156, Unas fiestas hispanas; p. 158, La Nochevieja en España; p. 161, Act. 6; p. 188, En un mundo tecnológico; p. 221, Act. 8; p. 298, Introducción al tema; p. 315, Video; p. 322, Act. 4; p. 326, Introducción al tema; pp. 344–345, Vida activa y buena salud TE: p. 102D, La sobremesa y la siesta; p. 134C, Chapter Project; p. 177, Cultura; p. 296D, La dieta; p. 324D, ¿Caminar o conducir?; p. 325, Spotlight on Culture TeacherTools: pp. 5.11–5.13; pp. 5.27–5.28; pp. 6.28–6.29
MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.	SE: p. 1, Aquí y Allí; p. 2, Introducción al tema; p. 22, El avión en la América del Sur; p. 23, C; p. 69, Aquí y Allí; p. 70, Introducción al tema; pp. 88–90, Viajes ferroviarios fabulosos; p. 92, De Panamá a Colón en tren; p. 95, Act. 8; p. 104, Introducción al tema; p. 202, Introducción al tema; p. 230, Introducción al tema; p. 264, Introducción al tema; pp. 282–284, La panamericana, Reading Checks TE: p. 1C, Chapter Project; p. 16, GeoVistas; p. 34D, Connection to Fine Art; p. 68D,

		Connection to Fine Art; p. 69, Spotlight on Culture; p. 81, GeoVistas; p. 234, Comparaciones; p. 244, Glencoe Technology; p. 351, About the Spanish Language
MLII.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:	
MLII.CCC1A	Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.	SE: p. 24, Un viaje interesante; p. 144, Cultura TE: p. 168D, Música Latina
MLII.CCC1B	Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.	SE: p. R31, Act. 2; p. 22, Reading Strategy; p. 23, D; p. 33, Act. 6; p. 48, Conexiones; p. 78, Conexiones; p. 215, D; p. 234, Conexiones; p. 240, Conexiones; p. 248, Estrategia de Lectura; p. 257, #1; p. 268, Conexiones; p. 272, Conexiones; p. 273, Act. 4; p. 302, Act. 3, Conexiones; p. 323, Act. 6; p. 326, Introducción al tema; p. 330, Conexiones TE: p. 1C, Chapter Project; p. 13, Cultural Snapshot; p. 48, Conexiones; p. 68D, Quipus, Connection to Fine Art; p. 202, España; p. 209, Conexiones; p. 217, GeoVistas; p. 262D, Las señales de tráfico; p. 264, España; p. 268, Conexiones; p. 272, Conexiones; p. 340, Conexiones
MLII.CCC2	The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:	
MLII.CCC2A	Compare and contrast traditions, such as holidays, foods, and celebrations.	SE: pp. 120–122, Restaurantes de España y Latinoamérica; p. 123, D; p. 128, Act. 5; pp. 154–156, Unas fiestas hispanas; p. 162, Act. 3 TE: p. 103, Spotlight on Culture; p. 104, Present; p. 107, Cultura; p. 122, Teach; p. 135, Spotlight on Culture; p. 136, Present; p. 142, Differentiation; p. 156, Comparaciones; p. 158,

		Comunidades; p. 159, Glencoe Technology; p. 296D, La dieta; p. 297, Spotlight on Culture; p. 298, Present; p. 311, Glencoe Technology
MLII.CCC2B	Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.	SE: p. R15, Presente de los verbos regulares #4; pp. 120–122, Restaurantes de España y Latinoamérica TE: p. R15, Differentiation; p. R22, Cultura; p. 233, Cultura
MLII.CCC2C	Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.	SE: p. 69, Aquí y Allí TE: p. 90, Comparaciones; p. 248, Teach; p. 355, Conexiones TeacherTools: pp. 8.13–8.16
MLII.CCC3	The students develop a better understanding of the English language through the study of the target language. The students:	
MLII.CCC3A	Compare vocabulary usage and structural patterns of the target language with English.	SE: p. R35, Verbos como aburrir, interesar y gustar; p. R44, Comparaciones; p. 31, Juego; p. 32, Act. 1; p. 46, Conexiones; p. 65, Juego; p. 67, Act. 5; p. 99, Juego; p. 116, La voz pasiva con se; p. 131, Juego; p. 165, Juego; p. 197, Juego; p. 210, Conexiones; p. 225, Juego; p. 240, Conexiones; p. 259, Juego; p. 293, Juego; p. 321, Juego; p. 340, Conexiones; p. 353, Juego TE: p. 5, About the Spanish Language; p. 19, Refrán; p. 79, Additional Vocabulary; p. 85, Refrán; p. 117, Refrán; p. 120, About the Spanish Language; p. 146, ¡Ojo!; p. 185, Refrán; p. 212, Refrán; p. 279, Refrán; p. 309, Refrán; p. 341, Refrán
MLII.CCC3B	Use level-appropriate idiomatic expressions in the target language.	SE: p. 8, ¡Así se dice!; p. 19, Refrán; p. 43, ¡Así se dice!; p. 53, Refrán; p. 85, Refrán; p. 117, Refrán; p. 151, Refrán; p. 185, Refrán; p. 212, Refrán; p. 245, Refrán; p. 279, Refrán; p. 309, Refrán; p. 341, Refrán TE: p. 5, Differentiation; p. 8, Differentiation; p. 19, Refrán; p. 117, Refrán; p. 212, Refrán; p. 279, Refrán; p. 309, Refrán; p. 341, Refrán
MLII.CCC4	The students identify current	

	events and issues in the target culture(s). The students:	
MLII.CCC4A	Give information regarding major current events of the target culture(s).	SE: p. 251, C TE: p. 250, Heritage Speakers
MLII.CCC4B	Understand the impact of major current events of the target culture(s).	SE: pp. 248–250, La ciudad y el campo; p. 286, Tráfico y más tráfico TE: p. 229, Spotlight on Culture; p. 255, Cultural Snapshot TeacherTools: pp. 8.35–8.36
MLII.CCC5	The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
MLII.CCC5A	Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.	SE: p. 15, Video; p. 223, Tarea; p. 244, Video TE: p. 168D, Música Latina; p. 200D, Pensiones; p. 315, Cultura; p. 359, Cultura
MLII.CCC5B	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.	SE: p. 207, Carreras TE: p. 43, Heritage Speakers; p. 107, Heritage Speakers; p. 113, GeoVistas; p. 139, Heritage Speakers; p. 153, Heritage Speakers; p. 207, Comunidades; p. 237, Heritage Speakers; p. 250, Heritage Speakers; p. 253, GeoVistas; p. 271, Heritage Speakers; p. 312, Heritage Speakers; p. 365, Heritage Speakers