



Georgia Standards Correlated to Glencoe ¡Así se dice! Level 3 © 2009

Standard	Standard	Where Taught
MLIII.IP1	The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:	
MLIII.IP1A	Express needs and desires.	<p>SE: p. R18, Act. 1; p. R45, Act. 2; p. R67, Act. 7–9; p. 40, QuickPass; p. 42, Act. 9; p. 73, Act. 2–3; p. 90, Act. 2; p. 91, Tarea; p. 141, Act. 3; p. 143, Act. 9; p. 229, #2; p. 279, Act. 7</p> <p>TE: p. 89, Glencoe Technology; p. 215, Differentiation</p>
MLIII.IP1B	Share feelings and emotions.	<p>SE: p. 73, Act. 2; p. 75, Act. 9; p. 91, Tarea; p. 141, Act. 3; p. 223, C, E–F; p. 258, Durante la lectura; p. 283, C; p. 287, F; p. 291, E</p> <p>TE: p. 1C, Chapter Project; p. 75, Teaching Options; p. 89, Glencoe Technology</p> <p>TeacherTools: p. R.25</p>

MLIII.IP1C	Exchange opinions and preferences.	<p>SE: p. R8, Act.1; p. R9, Act. 3; p. R17, QuickPass; p. R18, Act. 1; p. R19, Act. 4–5; p. R26, Act. 2; p. R36, QuickPass; p. R44, Comunidades; p. R45, Act. 5; p. R57, Act. 8; p. 2, Introducción al tema; p. 7, Act. 4, 6–7; p. 12, Cultura; p. 14, QuickPass; p. 15, D; p. 22, Act. 1; p. 30, Introducción al tema; p. 31, España; p. 35, Act. 8; p. 41, Act. 6; p. 49, B–C; p. 53, Act. 6; p. 54, Act. 1; p. 73, Act. 2–3; p. 74, Act. 6; p. 75, Act. 9; p. 87, E; p. 90, Act. 2; p. 105, Act. 1, 3; p. 112, QuickPass; p. 123, Después de leer, D–E; p. 126, Act. 1–2; p. 134, México; p. 138, Act. 4; p. 147, C–D; p. 151, A; p. 154, Durante la lectura; p. 155, B–C, Después de leer; p. 158, Act. 1–2, 4; p. 171, Estudio de palabras; p. 175, Foldables; p. 190, Después de leer; p. 191, D; p. 201, Aquí y Allí; p. 207, Act. 5; p. 210, Act. 4; p. 211, Act. 6–7; p. 215, Act. 6; p. 219, C; p. 220, Antes de leer; p. 223, E, G; p. 225, A–B; p. 228, Act. 1–3, 5–6; p. 229, #2; p. 240, Act. 2; p. 246, Act. 6, 9; p. 248, Act. 14; p. 251, E; p. 258, Después de leer; p. 259, E–F; p. 271, Perú (R); p. 279, Act. 7; p. 291, E; p. 298, Act. 3; p. 319, C; p. 321, B–C; p. 327, C, Después de leer; p. 330, Act. 1</p> <p>TE: p. R9, Comparaciones; p. R29, Quick Start; p. R46, Quick Start; p. R50, Quick Start; p. 1D, La dieta; p. 28D, Connection to Fine Art; p. 33, Comunicación; p. 41, Differentiation; p. 48, Glencoe Technology; p. 62, Costa Rica; p. 74, Learning from Realia; p. 86, Teach; p. 89, Glencoe Technology; p. 122, Writing Development; p. 137, Cultura; p. 150, Heritage Speakers; p. 153, Teach; p. 190, Teach; p. 200C, Chapter Project; p. 200D, Chachachá; p. 205, Comunidades; p. 209, Heritage Speakers; p. 211, Act. 6; p. 223, E; p. 238, Heritage Speakers; p. 239, Comunicación; p. 251, Comunicación; p. 253, Heritage Speakers; p. 286, Teach, Differentiation, Heritage Speakers; p. 289, Teach; p. 327, Comunicación</p> <p>TeacherTools: p. R.25; pp. 2.15–2.18; pp. 2.79–2.80; p. 4.11; pp. 7.13–7.14; pp. 10.59–10.60</p>
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MLIII.IP1D	Give detailed descriptions.	<p>SE: p. R9, Act. 5–6; p. R12, QuickPass; p. R15, Act. 6; p. R17, QuickPass; p. R19, Act. 4; p. R21, Act. 9; p. R24, QuickPass; p. R27, Act. 4; p. R30, Act. 3; p. R33, Act. 7–8; p. R36, QuickPass; p. R39, Act. 2; p. R43, QuickPass; p. R44, Comunidades; p. R50, QuickPass; p. R57, Act. 8; p. R60, QuickPass; p. R62, Act. 2, 4; p. R67, Act. 7–9; p. 7, Act. 6; p. 22, Act. 2–3; p. 26, Act. 4; p. 39, Act. 4; p. 54, Act. 3; p. 67, Act. 5; p. 87, B; p. 90, Act. 1, 4; p. 91, Tarea; p. 94, Act. 3; p. 113, Foldables; p. 123, B–C; p. 151, C; p. 158, Act. 5; p. 163, Act. 8; p. 175, Act. 5, 7; p. 185, B, D; p. 191, C; p. 207, Act. 5; p. 223, C–D; p. 228, Act. 4; p. 229, #2; p. 247, Act. 13; p. 259, F; p. 262, Act. 4; p. 275, Foldables; p. 291, A; p. 294, Act. 1; p. 299, Act. 6; p. 306, Act. 3; p. 321, A; p. 327, B; p. 330, Act. 3–5</p> <p>TE: p. R5, Act. 4; p. R12, Comunicación; p. R25, Cultura; p. R36, Teach; p. R38, Tips for Success; p. R50, Teach; p. R51, Cultural Snapshot; p. R61, Differentiation; p. R62, Comunicación; p. 22, Tips for Success; p. 23, Differentiation; p. 53, Glencoe Technology; p. 54, Tips for Success; p. 63, México; p. 65, Heritage Speakers; p. 68, Differentiation; p. 82, Heritage Speakers; p. 90, Tips for Success; p. 115, B; p. 122, Writing Development; p. 126, Tips for Success; p. 135, México; p. 158, Tips for Success; p. 164D, Día de los Reyes; p. 175, Comunicación; p. 179, Differentiation; p. 185, B; p. 188, Teaching Options; p. 191, Writing Development; p. 194, Tips for Success; p. 210, Differentiation; p. 228, Tips for Success; p. 238, Heritage Speakers; p. 253, Heritage Speakers; p. 262, Tips for Success; p. 278, Cultural Snapshot, GeoVistas; p. 286, Heritage Speakers; p. 290, Differentiation; p. 294, Tips for Success; p. 330, Tips for Success</p> <p>TeacherTools: pp. R.8–R.9; pp. R.10–R.11; pp. 1.37–1.38; pp. 2.43–2.44; p. 3.14; pp. 7.13–7.14; p. 8.10</p>
MLIII.IP1E	Give and follow detailed directions and instructions.	<p>SE: p. R2, QuickPass; p. R7, QuickPass; p. R40, Act. 5; p. R45, Act. 4; p. R47, Act. 9; p. R57, Act. 9; p. 11, Foldables; p. 13, Act. 13; p. 16, Después de leer; p. 22, Act. 3–4; p. 23, Tarea; p. 45, Act. 15; p. 106, Act. 7; p. 115, B; p. 118, Antes de leer; p. 119, Durante la lectura; p. 152, Estrategia; p. 207, Act. 5; p. 211, Act. 7; p. 243, Act. 3; p. 245, Conexiones; p. 247, Act. 13; p. 251, E; p. 257, Estrategia; p. 275, Act. 7, Foldables; p. 294, Act. 4; p. 308, Act. 10; p. 324, Estrategia</p> <p>TE: p. 1C, Chapter Project; p. 95, Glencoe Technology; p. 169, TPR; p. 205, TPR; p. 273, TPR</p> <p>TeacherTools: pp. R.10–R.11; pp. 7.65–7.66</p>
MLIII.IP1F	Ask questions and provide responses on topics and events found in a variety of print and non-print sources.	<p>SE: p. R4, Act. 2; p. R6, A–B; p. R8, Act.1; p. R9, Act. 3; p. R14, Act. 2; p. R16, A; p. R18, Act. 1; p. R20, Act. 6; p. R21, Comunidades; p. R24, QuickPass; p. R26, Act. 2; p. R29, QuickPass; p. R30, Act. 1; p. R32, Act. 4; p. R36, QuickPass; p. R42, A; p. R44, Comunidades; p. R45, Act. 1–2; p. R47, Act. 8; p. R51, Act. 2; p. R52, A; p. R53, QuickPass; p. R55, Act. 3; p. R56, Act. 5; p. R57, Act. 7; p.</p>

		<p>R62, Act. 3; p. R64, QuickPass; p. R65, Act. 2; p. R67, Act. 4–5, 7–9; p. 1, Aquí y Allí; p. 7, Act. 4; p. 10, InfoGap; p. 15, A; p. 21, Act. 7; p. 22, Act. 1; p. 30, Introducción al tema; p. 34, Act. 2; p. 38, Act. 2–3; p. 39, InfoGap; p. 40, QuickPass; p. 41, Act. 4; p. 43, Act. 10; p. 45, Act. 13; p. 46, QuickPass; p. 49, B; p. 50, Antes de leer; p. 53, Act. 10; p. 54, Act. 2, 5; p. 66, Act. 2–3; p. 70, Act. 2; p. 71, Act. 7; p. 73, Act. 2, 4; p. 74, InfoGap; p. 79, B; p. 80, Antes de leer; p. 83, C; p. 86, Durante la lectura; p. 87, C; p. 89, Act. 7; p. 90, Act. 2; p. 95, Act. 8; p. 102, Act. 2; p. 103, InfoGap; p. 106, Act. 6; p. 107, Act. 9; p. 110, Act. 13; p. 113, A–C; p. 115, A; p. 123, A; p. 125, Act. 8; p. 134, México; p. 138, Act. 2–3; p. 141, Act. 2, InfoGap; p. 143, Act. 7, 9; p. 146, QuickPass; p. 153, Antes de leer; p. 155, A, Después de leer; p. 157, Act. 8; p. 170, Act. 3; p. 171, Estudio de palabras; p. 175, Act. 7; p. 177, Act. 2, InfoGap; p. 179, Act. 5; p. 181, Act. 8; p. 183, C; p. 185, A, C; p. 188, Antes de leer; p. 189, Durante la lectura; p. 190, Después de leer; p. 191, B; p. 193, Act. 6; p. 194, Act. 1–3; p. 198, Act. 3; p. 206, Act. 2; p. 210, Act. 1; p. 213, Act. 1; p. 215, Act. 6, InfoGap; p. 217, Act. 9; p. 219, B; p. 223, B, F; p. 227, Act. 6; p. 240, Act. 2; p. 241, Estudio de palabras #2; p. 243, InfoGap; p. 244, Act. 4; p. 246, Act. 6, 9, Carreras; p. 247, Act. 11; p. 248, Act. 14; p. 250, QuickPass; p. 251, C, Comunidades; p. 252, Antes de leer; p. 255, B; p. 259, A, F; p. 262, Act. 1, 3; p. 271, Perú (L); p. 274, Act. 2, InfoGap; p. 276, QuickPass; p. 277, Act. 1; p. 280, Act. 9; p. 283, C; p. 287, D–E; p. 291, D–E; p. 293, Act. 5, 8; p. 294, Act. 1; p. 298, Act. 3; p. 306, Act. 2, 4; p. 307, Act. 5, 7; p. 308, Act. 9, InfoGap; p. 311, Act. 1; p. 312, Act. 3; p. 313, Act. 5; p. 315, Act. 8; p. 317, Act. 10; p. 318, QuickPass; p. 319, A; p. 320, Antes de leer; p. 321, B; p. 327, A; p. 329, Act. 5; p. 330, Act. 2–3; p. 334, Act. 3</p> <p>TE: p. R2, Quick Start; p. R5, Comunicación; p. R12, Teach; p. R14, Differentiation; p. R20, Act. 6; p. R27, Act. 4; p. R29, Quick Start; p. R36, Teach; p. R38, Teach; p. R47, Differentiation; p. R50, Quick Start, Teach, Differentiation; p. R55, Act. 3; p. R64, Quick Start; pp. 2–3, Cultural Snapshot; p. 4, Tips for Success; p. 13, Quick Start; p. 16, Heritage Speakers; pp. 30–31, Cultural Snapshot; p. 32, Teach; p. 37, Tips for Success; p. 46, Quick Start; p. 48, Differentiation, Glencoe Technology; p. 53, Glencoe Technology; p. 58, Glencoe Technology; p. 59, Conexiones; pp. 62–63, Cultural Snapshot; p. 64, Teach; p. 66, Cultural Snapshot; p. 68, Quick Start, Differentiation; p. 81, Differentiation; p. 82, Heritage Speakers; p. 84, Differentiation; p. 85, Introducción; p. 86, Tips for Success; p. 87, Teaching Options; p. 98, Nicaragua; p. 100, Quick Start; p. 113, Comunicación; p. 121, Core Instruction; p. 122, Teach; pp. 134–135, Cultural Snapshot; p. 136, Teach; p. 138, Act. 2–3; p. 153, Teach; p. 154, Teach; p. 164C, Chapter Project; pp. 166–167, Cultural Snapshot; p. 168, Teach; p. 169, Differentiation; p. 173, Teaching Options; p. 186, Teach, Differentiation; p. 187, Introducción; p. 188, Teach, Teaching Options; pp. 202–203, Cultural Snapshot; p. 208, Teach; p. 209, Tips for Success; p. 210, Differentiation; p. 215, Differentiation; p. 219, Differentiation; p. 224, Introducción; p. 234C, Chapter Project; pp. 236–237, Cultural Snapshot; p. 238, Teach; p. 239, Comunicación; p. 268C, Chapter Project; pp. 270–271, Cultural Snapshot; p. 300C, Chapter Project; pp. 302–303, Cultural Snapshot; p. 305, Tips for Success; p. 319, Comunicación; p. 320, Teach; p. 327, Comunicación</p>
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		TeacherTools: pp. R.3–R.5; pp. R.29–R.30; p. R.34; pp. R.75–R.79; pp. 5.10–5.12; pp. 10.59–10.60
MLIII.IP2	The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:	
MLIII.IP2A	Participate in extended oral and written activities reflecting the present.	<p>SE: p. R9, Act. 5–6; p. R15, Act. 6; p. R16, B; p. R39, Act. 2; p. 10, Act. 5; p. 22, Act. 5; p. 41, Act. 4 Expansión; p. 45, Act. 15; p. 54, Act. 1; p. 90, Act. 4; p. 107, Act. 9; p. 126, Act. 3, 5; p. 151, D; p. 194, Act. 1; p. 228, Act. 1, 3–4; p. 251, D; p. 262, Act. 1, 4; p. 327, C; p. 330, Act. 2–3, 5</p> <p>TE: p. R3, Writing Development; p. R12, Comunicación; p. R25, Cultura; p. R61, Differentiation; p. R63, Differentiation; p. 22, Tips for Success; p. 54, Tips for Success; p. 170, Differentiation; p. 179, Differentiation; p. 327, Differentiation</p> <p>TeacherTools: pp. R.8–R.9</p>
MLIII.IP2B	Begin to participate in oral and written activities reflecting the future and past.	<p>SE: p. R29, QuickPass; p. R30, Act. 1, 3; p. R32, Act. 4; p. R33, Act. 7–8; p. R45, Act. 1–2, 4–5; p. R53, QuickPass; p. R55, Act. 3; p. R56, Act. 5–6; p. R57, Act. 8–9; p. R60, QuickPass; p. R67, Act. 5, 7–9; p. 22, Act. 3; p. 38, Act. 2 Expansión, Act. 3 Expansión; p. 46, QuickPass; p. 47, B; p. 54, Act. 3; p. 66, Act. 2 Expansión; p. 67, Act. 5; p. 70, Act. 2; p. 90, Act. 1, 3; p. 95, Act. 8; p. 105, Act. 2, 4–5; p. 106, Act. 6; p. 109, Act. 12; p. 111, Act. 17; p. 123, A, C; p. 126, Act. 3–4; p. 127, Tarea; p. 131, Act. 5; p. 141, Act. 2–3; p. 155, B–C; p. 158, Act. 4; p. 163, Act. 8; p. 175, Act. 7; p. 176, Act. 1; p. 189, Durante la lectura; p. 194, Act. 2, 4; p. 198, Act. 3; p. 215, Act. 7; p. 228, Act. 4; p. 243, Act. 3; p. 251, E; p. 255, C; p. 262, Act. 2, 4; p. 263, Tarea; p. 279, Act. 5; p. 287, F; p. 307, Act. 5; p. 321, C; p. 331, Tarea</p> <p>TE: p. R25, Cultura; p. R31, Quick Start; p. R63, Differentiation; p. 48, Glencoe Technology; p. 53, Glencoe Technology; p. 68, Quick Start; p. 190, Teach; p. 212, Quick Start; p. 286, Teach; p. 293, Glencoe Technology</p> <p>TeacherTools: pp. R.18–R.19; pp. R.35–R.36</p>

<p>MLIII.IP2C</p>	<p>Exchange information through conversations, notes, letters, or e-mail on familiar topics.</p>	<p>SE: p. R4, Act. 2; p. R8, Act.1; p. R9, Act. 3; p. R14, Act. 2; p. R18, Act. 1; p. R19, Act. 5; p. R20, Act. 6; p. R21, Act. 9–10; p. R30, Act. 1; p. R32, Act. 4; p. R40, Act. 5; p. R45, Act. 2, 4–5; p. R55, Act. 3; p. R67, Act. 5, 7–9; p. 22, Act. 1, 3; p. 35, Act. 8; p. 40, Act. 2; p. 41, Act. 6; p. 42, Act. 9; p. 45, Act. 15; p. 47, C; p. 54, Act. 1, 5; p. 66, Act. 3; p. 70, Act. 2; p. 71, Act. 7; p. 73, Act. 3–4; p. 74, Act. 6; p. 75, Act. 9; p. 90, Act. 1, 3, 5; p. 102, Act. 2; p. 105, Act. 1–2, 4–5; p. 106, Act. 7; p. 107, Act. 9; p. 111, Act. 17; p. 126, Act. 1, 3; p. 127, Tarea; p. 131, Act. 5; p. 138, Act. 3–4; p. 141, Act. 2–3; p. 142, Foldables; p. 143, Act. 9; p. 148, Antes de leer; p. 155, C; p. 158, Act. 1–2, 4; p. 170, Act. 3; p. 175, Act. 5, 7, Foldables; p. 179, Act. 6; p. 194, Act. 1–3; p. 206, Act. 2; p. 210, Act. 4; p. 215, Act. 4, 7; p. 228, Act. 1–3, 6; p. 233, Act. 7; p. 240, Act. 2; p. 246, Act. 6, 9; p. 247, Act. 13; p. 248, Act. 14; p. 262, Act. 2; p. 267, Act. 6; p. 274, Act. 2; p. 280, Act. 9; p. 281, Act. 10; p. 294, Act. 2–3, 5; p. 306, Act. 2–3; p. 307, Foldables; p. 308, Act. 9–10; p. 313, Act. 5; p. 330, Act. 1–5; p. 334, Act. 3</p> <p>TE: p. R12, Teach; p. R15, Differentiation; p. R25, Comunicación; p. R55, Act. 3; p. 39, Comunicación; p. 60C, Chapter Project; p. 74, Learning from Realia; p. 83, Comunidades; p. 113, Comunicación; p. 115, Comunicación; p. 123, D; p. 146, Differentiation; p. 147, C; p. 151, A; p. 154, Teach; p. 155, C; p. 169, Comunicación; p. 173, Comunicación; p. 182, Differentiation; p. 185, B; p. 191, D; p. 206, Act. 2; p. 218, Differentiation; p. 219, C; p. 223, A; p. 239, Comunicación; p. 250, Differentiation; p. 251, Comunicación; p. 259, A–F; p. 270, Present; p. 282, Conexiones; p. 283, ¿Comprendes?; p. 286, Teach; p. 287, A; p. 290, Teach; p. 291, C; p. 307, Comunicación; p. 319, Comunicación; p. 321, B–C</p> <p>TeacherTools: pp. 2.19–2.20; pp. 2.79–2.80; pp. 5.69–5.70</p>
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MLIII.IP2D	Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.	<p>SE: p. R16, B; p. R42, C; p. R45, Act. 5; p. 16, Después de leer; p. 38, Act. 2 Expansión, Act. 3 Expansión; p. 41, Act. 4 Expansión; p. 47, B; p. 66, Act. 2 Expansión; p. 70, Act. 2 Expansión; p. 102, Act. 2 Expansión; p. 107, Act. 8 Expansión; p. 155, D; p. 177, Act. 2 Expansión; p. 183, B; p. 207, Act. 5; p. 223, A; p. 225, A; p. 228, Act. 5; p. 251, B, D; p. 307, Act. 7 Expansión; p. 308, Act. 9 Expansión; p. 311, Act. 1 Expansión, Act. 2 Expansión; p. 315, Act. 7 Expansión; p. 319, B; p. 321, A</p> <p>TE: p. R3, Differentiation; p. R5, Comunicación; p. R6, Differentiation; p. R8, Differentiation; p. R13, Differentiation; p. R15, Differentiation; p. R25, Differentiation; p. R32, Differentiation; p. R37, Differentiation; p. R39, Act. 1; p. R52, Differentiation; p. R53, Differentiation; p. R63, Differentiation; p. 1C, Chapter Project; p. 32, Differentiation; p. 48, Differentiation; p. 78, Differentiation; p. 79, Differentiation; p. 80, Teach; p. 81, Differentiation; p. 86, Tips for Success; p. 96C, Chapter Project; p. 114, Teach; p. 120, Teach; p. 136, Differentiation; p. 139, Cultura; p. 148, Teach; p. 153, Teach; p. 154, Differentiation; p. 170, Differentiation; p. 183, Writing Development; p. 184, Teach, Differentiation; p. 189, Differentiation; p. 190, Teach; p. 218, Teach; p. 219, Differentiation; p. 252, Teaching Options; p. 312, Differentiation; p. 318, Differentiation; p. 319, Comunicación; p. 325, Differentiation; p. 326, Differentiation</p> <p>TeacherTools: pp. 1.37–1.38; pp. 2.43–2.44; pp. 6.13–6.14; pp. 7.11–7.12</p>
MLIII.IP2E	Begin to self-correct.	<p>SE: p. 195, #2; p. 229, #1, #2; p. 263, #2</p> <p>TE: p. 1C, Chapter Project; p. 96C, Chapter Project; p. 132C, Chapter Project; p. 164C, Chapter Project; p. 200C, Chapter Project; p. 300C, Chapter Project</p> <p>TeacherTools: pp. 1.15–1.16; pp. 2.19–2.20; p. 3.14; p. 4.12; pp. 5.13–5.14; pp. 7.65–7.66</p>

MLIII.IP2F	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. R5, Act. 4; p. R9, Act. 5–6; p. R15, Act. 5–6; p. R21, Act. 9–10; p. R27, Act. 3 Expansión; p. R30, Act. 3; p. R33, Act. 7–8; p. R39, Act. 2; p. R45, Act. 3–4; p. R47, Act. 6–7; p. R56, Act. 6; p. R57, Act. 8, p. 9, Act. 1; p. 10, Act. 3; p. 11, Act. 6; p. 12, Act. 7–8; p. 22, Act. 1–5; p. 23, Tarea; p. 27, Act. 7; p. 35, Act. 6; p. 54, Act. 1–5; p. 73, Act. 1; p. 75, Act. 7–8; p. 90, Act. 1–5; p. 109, Act. 12; p. 110, Act. 15; p. 124, Act. 3; p. 126, Act. 1–5; p. 139, Act. 6 Expansión; p. 141, Act. 1, 4; p. 143, Act. 8; p. 158, Act. 1–5; p. 174, Act. 4; p. 175, Estudio de palabras #2; p. 177, Act. 3, InfoGap; p. 194, Act. 1–4; p. 215, Act. 5, InfoGap; p. 227, Act. 4; p. 228, Act. 1–6; p. 242, QuickPass; p. 246, Act. 10; p. 262, Act. 1–4; p. 277, Act. 3; p. 282, Act. 10; p. 294, Act. 1–5; p. 298, Act. 4; p. 330, Act. 1–5; p. 335, Act. 5–6</p> <p>TE: p. R3, Differentiation; p. R4, Act. 1; p. R5, Differentiation; p. R12, Comunicación; p. R13, Differentiation; p. R14, Act. 1; p. R25, Differentiation, Cultura; p. R26, Differentiation; p. R27, Act. 4; p. R31, Quick Start; p. R40, Act. 4, Tips for Success; p. R46, Quick Start; p. R50, Quick Start, Differentiation; p. R52, Differentiation; p. R61, Differentiation; p. R62, Comunicación; p. R66, Teach; p. 14, Teach; p. 22, Rubric; p. 37, Differentiation; p. 41, Act. 2, Differentiation; p. 54, Rubric; p. 58, Glencoe Technology; p. 71, Differentiation; p. 75, Differentiation; p. 84, Differentiation; p. 90, Tips for Success, Rubric; p. 103, Differentiation; p. 126, Tips for Success, Rubric; p. 139, Differentiation; p. 158, Tips for Success, Rubric; p. 171, Act. 4–5; p. 175, Differentiation; p. 177, Differentiation; p. 178, Quick Start; p. 186, Differentiation; p. 191, Differentiation; p. 194, Tips for Success, Rubric; p. 207, Differentiation; p. 214, Teach; p. 215, Differentiation; p. 228, Tips for Success, Rubric; p. 249, Differentiation; p. 256, Differentiation; p. 262, Tips for Success, Rubric; p. 278, Quick Start, Differentiation; p. 287, Differentiation; p. 294, Tips for Success, Rubric; p. 304, Quick Start, Teach; p. 305, Comunicación; p. 307, Differentiation; p. 322, Differentiation; p. 330, Tips for Success, Rubric</p> <p>TeacherTools: pp. R.10–R.11; pp. R.18–R.19; p. R.25; pp. R.27–R.28; p. R.34; pp. R.80–R.82; pp. 1.37–1.38; pp. 2.43–2.44; pp. 9.9–9.11</p>
MLIII.INT1	The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	

MLIII.INT1A	Identify main ideas and supporting details from a variety of sources.	<p>SE: p. R16, B; p. 79, C; p. 83, B; p. 228, Act. 5; p. 251, D; p. 255, A; p. 283, B</p> <p>TE: p. 48, Differentiation; p. 78, Differentiation; p. 79, Differentiation; p. 80, Glencoe Technology; p. 183, Writing Development; p. 282, Teach; p. 319, B</p> <p>TeacherTools: pp. 8.8–8.9</p>
MLIII.INT1B	Understand culturally authentic materials and information.	<p>SE: p. 66, Act. 3; p. 71, Act. 7; p. 87, A–D; p. 113, Cultura; p. 123, A–C; p. 133, QuickPass (WebQuest); p. 150, Cultura; p. 155, A–D; p. 191, B–C; p. 223, E–F; p. 225, A–C; p. 259, A–D; p. 290, Durante la lectura, Después de leer; p. 291, A–C; p. 324, Durante la lectura; p. 327, A–B, D</p> <p>TE: p. 11, Learning from Realia; p. 65, Learning from Realia; p. 69, Learning from Realia; p. 74, Learning from Realia; p. 86, Teach, Tips for Success; p. 118, Teach; p. 120, Teach; p. 121, Core Instruction; p. 123, A; p. 153, Teach; p. 154, Teach, Differentiation; p. 183, Learning from Realia; p. 188, Teach, Teaching Options; p. 189, Differentiation, Tips for Success; p. 225, Teach; p. 285, Teaching Options; p. 290, Differentiation; p. 291, D</p> <p>TeacherTools: pp. 1.13–1.14; pp. 2.15–2.18; pp. 3.11–3.13; pp. 5.10–5.12; pp. 6.11–6.14; p. 8.51; pp. 8.59–8.60; pp. 9.9–9.11; pp. 10.9–10.10; pp. 10.59–10.60</p>
MLIII.INT1C	Demonstrate comprehension of current events and issues presented through print and electronic media.	<p>SE: p. 235, QuickPass (WebQuest)</p> <p>TE: p. 261, Glencoe Technology (WebQuest)</p>

MLIII.INT1D	Follow instructions given in the target language.	<p>SE: p. R4, Act. 1; p. R6, A; p. R9, Act. 5–6; p. R15, Act. 4, 6; p. R16, B; p. R19, Act. 4–5; p. R21, Act. 9–10; p. R29, QuickPass; p. R30, Act. 3; p. R33, Act. 7–8; p. R39, Act. 2; p. R40, Act. 5; p. R42, C; p. R45, Act. 4–5; p. R47, Act. 9; p. R57, Act. 8; p. R67, Act. 7–9; p. 10, Act. 2, 5; p. 13, Act. 13; p. 17, B; p. 22, Act. 3–4; p. 34, Act. 4; p. 35, Act. 5, p. 39, Act. 6; p. 40, Act. 2; p. 54, Act. 1; p. 70, Act. 4; p. 75, Act. 9; p. 79, B; p. 83, E; p. 90, Act. 1; p. 95, Act. 7; p. 106, Act. 7; p. 138, Act. 4; p. 215, Act. 7; p. 225, Estrategia; p. 233, Act. 7; p. 243, Act. 3; p. 247, Act. 13; p. 251, A; p. 275, Act. 6; p. 289, Estrategia; p. 298, Act. 2; p. 299, Act. 6; p. 306, Act. 4; p. 327, Carreras</p> <p>TE: p. R12, TPR; p. R13, TPR; p. R24, TPR; p. R25, TPR; p. 5, TPR; p. 32, TPR; p. 33, TPR; p. 36, TPR; p. 64, TPR; p. 101, TPR; p. 136, Quick Start; p. 137, TPR; p. 168, Quick Start; p. 169, TPR; p. 172, Quick Start; p. 176, Quick Start; p. 205, TPR; p. 212, Quick Start; p. 238, Quick Start; p. 245, Quick Start; p. 272, Quick Start; p. 273, TPR; p. 280, Quick Start; p. 310, Quick Start; p. 314, Quick Start</p>
MLIII.INT1E	Understand simple connected discourse.	<p>SE: p. R4, Act. 2; p. R6, A; p. R16, A; p. R26, Act. 2; p. R28, A; p. R30, Act. 1; p. R32, Act. 4; p. R42, A–B; p. R52, A; p. R63, A; p. 15, A–C; p. 41, Act. 4; p. 47, A; p. 70, Act. 4; p. 79, A; p. 106, Act. 7; p. 113, A; p. 138, Act. 1; p. 147, A–B; p. 174, Act. 1; p. 183, A; p. 213, Act. 1; p. 219, A–B; p. 233, Act. 4; p. 251, B, Comunidades; p. 259, E; p. 283, C–D; p. 319, A–C</p> <p>TE: p. R32, Act. 4; p. R52, Differentiation; p. 48, Differentiation; p. 78, Differentiation; pp. 98–99, Cultural Snapshot; p. 101, TPR; p. 117, Introducción; pp. 134–135, Cultural Snapshot; p. 182, Differentiation; pp. 202–203, Cultural Snapshot; p. 218, Teach</p> <p>TeacherTools: pp. 1.37–1.38; pp. 2.43–2.44</p>

<p>MLIII.INT1F</p>	<p>Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p>	<p>SE: p. R2, QuickPass; p. R4, Act. 1–2; p. R6, A–B; p. R7, QuickPass; p. R8, Act. 1; p. R14, Act. 1–2; p. R15, Act. 3; p. R16, A; p. R20, Act. 6; p. R27, Act. 3; p. R28, A; p. R33, Act. 6; p. R39, Act. 1; p. R40, Act. 4; p. R42, A–C; p. R44, Comunidades; p. R47, Act. 8; p. R51, Act. 1–2; p. R52, A; p. R53, Act. 2; p. R55, Act. 3–4; p. R56, Act. 5; p. R61, Act. 1; p. R63, A–B; p. R65, Act. 3; p. R67, Act. 4, 6; p. 1, Aquí y Allí; p. 6, Act. 1–2, QuickPass; p. 12, Act. 7–9; p. 13, Act. 11; p. 15, A–C; p. 16, Reading Check; p. 17, A–C; p. 19, ¿Comprendes?; p. 26, Act. 1; p. 27, Act. 6; p. 34, Act. 1, 3; p. 38, Act. 1, 3; p. 40, Act. 1; p. 42, Act. 7; p. 47, A; p. 48, Reading Checks; p. 49, A, C, Reading Checks; p. 51, ¿Comprendes?; p. 52, Act. 2, 4; p. 53, Act. 10; p. 58, Act. 1; p. 66, Act. 1–2; p. 67, Act. 4; p. 70, Act. 1–2; p. 71, Act. 5; p. 75, Act. 7; p. 77, Act. 11; p. 79, A–B; p. 80, Reading Check; p. 81, Reading Checks; p. 82, Reading Check; p. 83, A–C; p. 85, Práctica; p. 87, A; p. 88, Act. 1; p. 89, Act. 6–7; p. 94, Act. 1; p. 95, Act. 9; p. 102, Act. 1, 3; p. 103, Act. 4, Estudio de palabras; p. 105, Act. 2; p. 106, Act. 6; p. 109, Act. 10–11; p. 110, Act. 13; p. 113, A–B; p. 114, Reading Checks; p. 115, A; p. 116, Práctica; p. 123, A–C; p. 124, Act. 2, 4; p. 125, Act. 7–8; p. 130, Act. 1; p. 138, Act. 1–3; p. 139, Estudio de palabras; p. 143, Act. 7; p. 147, A–B; p. 148, Reading Check; p. 149, Reading Checks; p. 150, Reading Checks; p. 151, A–B, E; p. 155, A; p. 156, Act. 1; p. 157, Act. 8; p. 162, Act. 1; p. 163, Act. 6; p. 170, Act. 1; p. 171, Act. 5; p. 174, Act. 1; p. 175, Act. 6; p. 176, Act. 1; p. 177, Act. 2; p. 179, Act. 6; p. 181, Act. 8; p. 183, A; p. 184, Reading Checks; p. 185, A–D; p. 187, Act. 1; p. 191, B–C; p. 192, Act. 1–2; p. 193, Act. 6; p. 198, Act. 1; p. 206, Act. 1–2; p. 207, Act. 4, Estudio de palabras; p. 210, Act. 1–5; p. 213, Act. 1; p. 215, Act. 4; p. 217, Act. 9; p. 219, A; p. 220, Reading Check; p. 221, Reading Check; p. 223, A–B; p. 226, Act. 2; p. 227, Act. 6; p. 232, Act. 1; p. 240, Act. 2–3; p. 241, Estudio de palabras #1; p. 242, Act. 1; p. 243, Act. 2; p. 244, Act. 4; p. 246, Act. 8, Carreras; p. 247, Act. 12; p. 248, Act. 14; p. 251, A–E; p. 252, Reading Checks; p. 253, Reading Check; p. 254, Reading Checks; p. 255, B–C; p. 256, Práctica; p. 259, A–D; p. 260, Act. 2; p. 261, Act. 5–6, 8; p. 266, Act. 1–3; p. 267, Act. 4; p. 274, Act. 1–2, 4; p. 275, Act. 5; p. 277, Act. 1, 4; p. 279, Act. 6, 8; p. 280, Act. 9; p. 283, A–D; p. 284, Reading Check; p. 285, Reading Checks; p. 286, Reading Check; p. 287, A–E; p. 291, A–E; p. 292, Act. 2; p. 293, Act. 4–5, 7–8; p. 298, Act. 1, 3; p. 306, Act. 1–2; p. 307, Act. 5, 7–8; p. 308, Act. 9; p. 309, Estudio de palabras #2; p. 311, Act. 2; p. 312, Act. 4; p. 314, Act. 6; p. 315, Act. 7–8; p. 316, Act. 9; p. 317, Act. 10–11; p. 319, A–C; p. 320, Reading Checks; p. 321, A; p. 323, Práctica; p. 327, A–D; p. 328, Act. 1–2; p. 329, Act. 3, 5; p. 334, Act. 1–3; p. 335, Act. 4</p> <p>TE: p. R2, Quick Start, Teach; p. R4, Act. 2; p. R8, Act. 1; p. R12, Teach, TPR; p. R13, TPR; p. R14, Differentiation; p. R20, Act. 6; p. R24, TPR; p. R25, TPR; p. R30, Act. 1; p. R36, Teach; p. R45, Act. 1–2; p. R46, Teach; p. R51, Act. 1; p. R60, Quick Start; p. R63, Differentiation; pp. 2–3, Cultural Snapshot; p. 5, TPR; pp. 30–31, Cultural Snapshot; p. 32, Teach; p. 36, TPR; p. 48, Differentiation; p. 59, Conexiones; pp. 62–63, Cultural Snapshot; p. 64, Teach, TPR; p. 66, Cultural Snapshot; p. 76, Quick Start; p. 80, Teach; p. 85, Introducción; p. 86, Tips for Success; pp. 98–99, Cultural Snapshot; p. 100, Quick Start; p. 101, TPR; p. 102, Act. 2; p. 106, Act. 6; p. 110, Act. 13; p. 113, A; p. 114,</p>
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		<p>Teach; p. 118, Teach; p. 120, Teach; p. 121, Core Instruction; p. 123, A; pp. 134–135, Cultural Snapshot; p. 136, Teach; p. 138, Act. 2–3; p. 141, Act. 1–2, 4; p. 147, A–B; p. 148, Teach; p. 153, Teach; p. 154, Teach, Differentiation; pp. 166–167, Cultural Snapshot; p. 168, Teach; p. 170, Act. 3; p. 177, Act. 1–2; p. 179, Act. 5; p. 184, Teach, Differentiation; p. 186, Teach; p. 187, Introducción; p. 188, Teach; p. 189, Tips for Success; pp. 202–203, Cultural Snapshot; p. 204, Quick Start; p. 208, Teach; p. 210, Act. 1, 4, Differentiation; p. 214, GeoVistas; p. 215, Teaching Options; p. 218, Teach; p. 220, Teach; p. 221, Differentiation; p. 224, Introducción; p. 225, Teach; pp. 236–237, Cultural Snapshot; p. 238, Teach; p. 244, Act. 4; p. 247, Quick Start; p. 252, Teaching Options; p. 254, GeoVistas; pp. 270–271, Cultural Snapshot; p. 272, Teach; p. 274, Act. 2, Teaching Options; p. 280, Act. 9; p. 284, Teach, Teaching Options; p. 286, Teach; p. 287, Differentiation; p. 291, D; p. 300C, Chapter Project; pp. 302–303, Cultural Snapshot; p. 306, Act. 2; p. 307, Act. 5; p. 308, Act. 9; p. 312, Differentiation; p. 323, Introducción</p> <p>TeacherTools: pp. R.3–R.5; pp. R.75–R.76; pp. R.80–R.82; pp. 2.15–2.18; pp. 3.11–3.13; p. 4.11; pp. 5.10–5.12; pp. 6.11–6.14; pp. 8.8–8.9; pp. 9.9–9.11</p>
MLIII.P1	The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
MLIII.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	<p>SE: p. 133, QuickPass (WebQuest); p. 235, QuickPass (WebQuest)</p> <p>TE: p. 15, Comunidades</p> <p>TeacherTools: p. 3.14; pp. 4.55–4.56; pp. 6.11–6.12; p. 8.51; pp. 9.9–9.11; p. 9.51</p>

MLIII.P1B	Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.	<p>SE: p. 6, Act. 3; p. 47, C; p. 54, Act. 2, 4; p. 70, Act. 4; p. 90, Act. 2; p. 106, Act. 7; p. 126, Act. 2</p> <p>TE: p. R5, Comunicación; p. 15, Comunidades; p. 33, Comunicación; p. 54, Tips for Success; p. 75, Teaching Options; p. 79, A; p. 90, Tips for Success; p. 126, Tips for Success; p. 148, Teaching Options; p. 158, Tips for Success; p. 173, Comunicación, Comparaciones; p. 194, Tips for Success; p. 205, Tips for Success, Differentiation; p. 209, Differentiation; p. 228, Tips for Success; p. 234C, Chapter Project; p. 234D, Día de los Niños; p. 237, Comunicación; p. 238, Heritage Speakers; p. 250, Differentiation; p. 252, Teaching Options; p. 262, Tips for Success; p. 268C, Chapter Project; p. 282, Conexiones; p. 284, Teaching Options; p. 286, Differentiation, Heritage Speakers; p. 288, Introducción; p. 294, Tips for Success; p. 300C, Chapter Project; p. 319, Comunicación; p. 323, Heritage Speakers; p. 330, Tips for Success</p>
MLIII.P1C	Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.	<p>SE: p. R2, QuickPass; p. R7, QuickPass; p. R12, QuickPass; p. R17, QuickPass; p. R24, QuickPass; p. R36, QuickPass; p. R60, QuickPass; p. 123, D; p. 159, Tarea; p. 195, #2; p. 229, #2; p. 295, Tarea; p. 299, Act. 6</p> <p>TE: p. R3, Writing Development; p. R27, Writing Development; p. R52, Writing Development; p. 67, Writing Development; p. 80, Glencoe Technology; p. 122, Writing Development; p. 123, C; p. 132D, Día de los Santos Inocentes; p. 191, Writing Development; p. 205, Comunidades; p. 209, Teaching Options; p. 223, Writing Development; p. 225, Writing Development; p. 255, A; p. 277, Writing Development; p. 287, F; p. 288, Introducción; p. 291, E; p. 319, B; p. 321, Writing Development</p> <p>TeacherTools: pp. 2.15–2.20; p. 3.14; pp. 7.13–7.14; pp. 9.12–9.14; pp. 10.59–10.60</p>
MLIII.P1D	Begin to prepare presentations in the past and future.	<p>SE: p. 263, Tarea</p> <p>TE: p. 69, Differentiation; p. 200C, Chapter Project; p. 200D, Carnaval</p>

MLIII.P1E	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. R2, QuickPass; p. R7, QuickPass; p. R9, Act. 4; p. R33, Act. 7–8; p. 23, Tarea; p. 55, Tarea; p. 91, Tarea; p. 127, Tarea; p. 159, Tarea; p. 195, Tarea; p. 229, Tarea; p. 263, Tarea; p. 295, Tarea; p. 331, Tarea</p> <p>TE: p. R16, B; p. R33, Writing Development; p. R52, Writing Development; p. R62, Comunicación; p. R63, Differentiation; p. R65, Differentiation; p. 1C, Rubric; p. 23, Rubric; p. 28C, Chapter Project, Rubric; p. 54, Rubric; p. 55, Rubric; p. 90, Rubric; p. 91, Rubric; p. 126, Rubric; p. 127, Rubric; p. 158, Rubric; p. 159, Rubric; p. 164C, Chapter Project; p. 173, Comunicación; p. 194, Rubric; p. 195, Rubric; p. 228, Rubric; p. 229, Rubric; p. 234C, Chapter Project; p. 262, Rubric; p. 263, Rubric; p. 294, Rubric; p. 295, Rubric; p. 326, Teach; p. 330, Rubric; p. 331, Rubric</p> <p>TeacherTools: pp. R.8–R.9; pp. R.75–R.79; pp. R.80–R.82; pp. 1.15–1.16; p. 3.14; p. 8.10</p>
MLIII.P2	The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
MLIII.P2A	Prepare and present culturally authentic poetry, skits, or stories.	<p>SE: p. 235, QuickPass (WebQuest)</p> <p>TE: p. 119, Teaching Options; p. 189, Differentiation; p. 209, Heritage Speakers; p. 324, Teach</p>
MLIII.P2B	Prepare and present original essays, poetry, skits, or stories in the target language.	<p>SE: p. 299, Act. 6</p> <p>TE: p. R15, Differentiation; p. R16, Differentiation; p. R25, Comunicación; p. R27, Writing Development; p. R33, Writing Development; p. R42, C; p. R62, Comunicación; p. R65, Differentiation; p. 7, Tips for Success; p. 28C, Chapter Project; p. 36, Differentiation; p. 47, B; p. 74, Learning from Realia; p. 96C, Chapter Project; p. 113, Differentiation; p. 122, Differentiation; p. 132C, Chapter Project; p. 137, Comunicación; p. 169, Comunicación; p. 182, Teaching Options; p. 189, Differentiation; p. 218, Differentiation; p. 282, Conexiones; p. 290, Differentiation; p. 307, Comunicación; p. 318, Differentiation</p> <p>TeacherTools: pp. 4.65–4.66; pp. 5.13–5.14</p>

MLIII.CU1	The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
MLIII.CU1A	Participate in real or simulated cultural events.	SE: p. 269, QuickPass (WebQuest) TE: p. 200C, Chapter Project; p. 285, Differentiation
MLIII.CU1B	Discuss patterns of behavior typically associated with culture(s).	SE: p. 62, República Dominicana; p. 63, España caption #2; p. 90, Act. 4; p. 133, QuickPass (WebQuest); p. 147, E; p. 151, C, E; p. 159, Tarea; p. 262, Act. 3 TE: p. 18, Teach; p. 28D, ¿Caminar o conducir?; p. 65, Cultura; p. 82, Heritage Speakers; pp. 134–135, Cultural Snapshot; p. 137, Cultura; p. 149, Comparaciones; p. 150, Heritage Speakers; p. 164D, Día de los Reyes; p. 224, Conexiones TeacherTools: pp. 5.69–5.70
MLIII.CU1C	Investigate the role of geography in the history and development of the culture(s) studied.	SE: p. SH40, Gente; p. SH47, Clima; p. 115, C; p. 287, A TE: p. 47, GeoVistas; p. 55, About the Spanish Language; p. 214, GeoVistas; p. 224, Conexiones; p. 254, GeoVistas
MLIII.CCC1	The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:	

MLIII.CCC1A	Understand the role of major contemporary and historical figures and events from the culture(s) studied.	<p>SE: p. 115, C; p. 207, Conexiones; p. 323, Fondo histórico</p> <p>TE: p. 50, Conexiones; p. 151, B; p. 200C, Chapter Project; p. 221, Conexiones; p. 234D, Día de los Niños, Tejano; p. 300D, La música andina; p. 323, Heritage Speakers</p> <p>TeacherTools: pp. 10.50–10.51</p>
MLIII.CCC1B	Relate topics studied in other subject areas to those studied in the target language class.	<p>SE: p. 6, Act. 3, Conexiones; p. 16, Estrategia de lectura; p. 27, Act. 6; p. 34, QuickPass, Conexiones; p. 55, #1; p. 86, Estrategia; p. 115, C; p. 127, #1; p. 151, A; p. 184, Antes de leer; p. 188, Estrategia; p. 229, #2; p. 242, Conexiones; p. 245, Conexiones; p. 249, Act. 16; p. 259, B; p. 263, #1; p. 271, Perú (L); p. 295, Writing Strategy; p. 331, Writing Strategy</p> <p>TE: p. 1D, Connection to Fine Art; p. 28D, ¿Caminar o conducir?, Connection to Fine Art; p. 85, Conexiones; p. 117, Conexiones; p. 123, Conexiones; p. 138, GeoVistas; p. 184, GeoVistas; p. 200C, Chapter Project; p. 202, Present; p. 203, España; p. 205, Differentiation; p. 208, Conexiones; p. 209, Teaching Options; p. 214, GeoVistas; p. 220, Teach; p. 224, Conexiones, GeoVistas; p. 270, Present; p. 272, Differentiation; p. 276, Teach; p. 286, Differentiation; p. 290, Differentiation; p. 322, GeoVistas</p> <p>TeacherTools: p. 4.12; pp. 7.11–7.12; p. 8.10; pp. 9.12–9.14</p>
MLIII.CCC1C	Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.	<p>SE: p. SH41, Ferias; p. SH42, Gente; p. SH43, Ferias; p. SH47, Gente; p. SH54, photo caption #4; p. 29, Aquí y Allí; p. 62, Estados Unidos, República Dominicana; p. 115, C; p. 133, QuickPass (WebQuest); p. 147, E; p. 154, Durante la lectura; p. 158, Act. 2; p. 225, C; p. 235, QuickPass (WebQuest); p. 262, Act. 3; p. 323, Fondo histórico</p> <p>TE: p. 28D, ¿Caminar o conducir?, Connection to Fine Art; p. 60D, Ojo de Dios; p. 62, Estados Unidos, República Dominicana, Costa Rica; p. 111, Refrán; p. 134, Estados Unidos; p. 149, Tips for Success; p. 151, B; p. 181, Refrán; p. 209, Differentiation; p. 211, Cultural Snapshot; p. 217, Refrán; p. 220, Teach; p. 221, Conexiones; p. 224, Conexiones; p. 237, Comunicación; p. 249, Refrán; p. 268D, Cinco de Mayo; p. 281, Refrán; p. 300D, Inti Raymi</p> <p>TeacherTools: pp. 5.13–5.14; pp. 5.69–5.70; pp. 10.50–10.51</p>
MLIII.CCC2	The students investigate similarities and differences that exist within and among the cultures studied. The students:	

MLIII.CCC2A	Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	<p>SE: p. 255, Conexiones; p. 287, A</p> <p>TE: p. 237, Comunicación; p. 261, Glencoe Technology (WebQuest); p. 302, México</p>
MLIII.CCC2B	Compare and contrast social conventions of the target cultures with the students' own culture.	<p>SE: p. 83, D; p. 127, #1; p. 133, QuickPass (WebQuest); p. 134, Introducción al tema; p. 158, Act. 2; p. 159, Tarea</p> <p>TE: p. 2, Present; p. 18, Teach; p. 30, Present; p. 62, Present; p. 62, Costa Rica; p. 65, Comparaciones, Heritage Speakers; p. 68, Cultura; p. 82, Comparaciones; p. 132D, Día de los Santos Inocentes; p. 139, Cultura; p. 149, Comparaciones</p> <p>TeacherTools: pp. 5.69–5.70</p>
MLIII.CCC2C	Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.	<p>SE: p. 44, Conexiones; p. 72, Conexiones; p. 83, D; p. 108, Otros tiempos compuestos; p. 127, #1; p. 235, QuickPass (WebQuest); p. 245, Usos especiales del artículo definido; p. 247, Uso especial del artículo indefinido; p. 276, La voz pasiva; p. 278, Los pronombres relativos; p. 280, Expresiones de tiempo con hace y hacía; p. 283, ¡Así se dice!; p. 295, Tarea; p. 296, Expresiones de tiempo con hace y hacía; p. 310, Por y para</p> <p>TE: p. R9, Comparaciones; p. 1D, La dieta; p. 2, Present; p. 13, Refrán; p. 15, Glencoe Technology; p. 28D, ¿Caminar o conducir?; p. 30, Present; p. 45, Refrán; p. 62, Present; p. 63, Puerto Rico; p. 82, Comparaciones; p. 97, Cultural Snapshot; p. 98, México; p. 114, Cultura; p. 139, Cultura; p. 147, Heritage Speakers; p. 150, Cultura; p. 166, Present; p. 173, Comparaciones; p. 214, GeoVistas; p. 234C, Chapter Project; p. 239, Comunidades; p. 268C, Chapter Project; p. 268D, Cinco de Mayo</p> <p>TeacherTools: pp. 5.69–5.70</p>
MLIII.CCC3	The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:	

MLIII.CCC3A	Demonstrate understanding that language and meaning do not transfer directly from one language to another.	<p>SE: p. 13, Refrán; p. 45, Refrán; p. 48, Estrategia de lectura; p. 77, Refrán; p. 98, Introducción al tema; p. 111, Refrán; p. 133, QuickPass (WebQuest); p. 145, Refrán; p. 151, D; p. 181, Refrán; p. 217, Refrán; p. 225, A; p. 249, Refrán; p. 263, #2; p. 281, Refrán; p. 295, #2; p. 317, Refrán</p> <p>TE: p. 13, Refrán; p. 45, Refrán; p. 55, About the Spanish Language; p. 72, Conexiones; p. 77, Refrán; p. 111, Refrán; p. 139, Cultura; p. 145, Refrán; p. 168, About the Spanish Language; p. 181, Refrán; p. 217, Refrán; p. 234D, Tejano; p. 249, Refrán; p. 258, Teaching Options; p. 281, Refrán; p. 317, Refrán</p> <p>TeacherTools: p. 3.14; pp. 7.65–7.66; pp. 10.9–10.10</p>
MLIII.CCC3B	Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.	<p>SE: p. R20, Act. 6; p. R47, Act. 6–7, 9; p. R53, Act. 1; p. R55, Act. 3–4; p. R56, Act. 6; p. R64, Act. 1; p. 10, Act. 2–3, 5, InfoGap; p. 12, Act. 7–8, 10; p. 13, Act. 12, Refrán; p. 21, Act. 5; p. 39, InfoGap; p. 40, Act. 2; p. 41, Act. 6; p. 42, Act. 8; p. 43, Act. 10; p. 45, Refrán; p. 48, Estrategia de lectura; p. 58, Act. 2; p. 73, Act. 3; p. 74, InfoGap; p. 75, Act. 8–9; p. 77, Act. 12; p. 88, Act. 1; p. 90, Act. 5; p. 91, #2; p. 95, Act. 6; p. 103, InfoGap; p. 104, QuickPass; p. 105, Act. 1, 3–5; p. 107, Act. 9; p. 112, QuickPass; p. 124, Act. 3; p. 126, Act. 3; p. 127, #2; p. 133, QuickPass (WebQuest); p. 140, QuickPass; p. 141, Act. 1, 3–4, InfoGap; p. 144, Act. 10–11; p. 145, Act. 12; p. 157, Act. 6; p. 162, Act. 2; p. 170, Act. 2; p. 174, Act. 2; p. 177, InfoGap; p. 179, Act. 6–7; p. 181, Act. 9; p. 192, Act. 3; p. 193, Act. 4–5; p. 194, Act. 4; p. 215, InfoGap; p. 226, Act. 1; p. 232, Act. 2; p. 233, Act. 6; p. 243, InfoGap; p. 246, Act. 7–8; p. 247, Act. 12; p. 261, Act. 5–6; p. 263, #2; p. 266, Act. 2–3; p. 267, Act. 4–5; p. 274, InfoGap; p. 277, Act. 2; p. 281, Act. 11; p. 292, Act. 1; p. 293, Act. 6; p. 294, Act. 3; p. 295, #2; p. 298, Act. 2; p. 328, Act. 1; p. 329, Act. 4; p. 334, Act. 2; p. 335, Act. 4–6</p> <p>TE: p. 24, Differentiation; p. 25, Differentiation; p. 44, Conexiones; p. 56, Differentiation; p. 57, Differentiation; p. 71, Differentiation; p. 72, Conexiones; p. 75, Differentiation, Tips for Success, Teaching Options; p. 89, Glencoe Technology; p. 92, Differentiation; p. 93, Differentiation; p. 103, Differentiation, Learning from Realia; p. 105, Differentiation; p. 128, Differentiation; p. 129, Differentiation; p. 149, Tips for Success; p. 150, Cultura; p. 160, Differentiation; p. 168, About the Spanish Language; p. 180, Quick Start; p. 196, Differentiation; p. 197, Differentiation; p. 213, Tips for Success; p. 230, Differentiation; p. 231, Differentiation; p. 248, Learning from Realia; p. 258, Teaching Options; p. 264, Differentiation; p. 268C, Chapter Project; p. 296, Differentiation; p. 297, Differentiation; p. 317, Refrán; p. 332, Differentiation</p> <p>TeacherTools: pp. 3.11–3.13; p. 3.14; p. 4.12; pp. 10.9–10.10</p>

MLIII.CCC4	The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
MLIII.CCC4A	Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.	<p>SE: p. 5, Video; p. 8, QuickPass; p. 14, QuickPass; p. 15, Video; p. 19, Video; p. 34, QuickPass; p. 36, Video; p. 38, QuickPass; p. 44, Video; p. 47, Video; p. 55, Tarea; p. 68, Video; p. 78, QuickPass; p. 79, Video; p. 83, Video; p. 100, Video; p. 104, QuickPass; p. 105, Video; p. 109, Video; p. 110, Video; p. 113, Video; p. 115, C; p. 133, QuickPass (WebQuest); p. 136, Video; p. 142, Video; p. 146, QuickPass; p. 147, Video; p. 172, Video; p. 182, QuickPass; p. 185, Video; p. 208, Video; p. 210, QuickPass; p. 211, Video; p. 215, Video; p. 221, Video; p. 228, Act. 4; p. 235, QuickPass (WebQuest); p. 240, QuickPass; p. 241, Video; p. 251, E; p. 253, Video; p. 263, #2; p. 272, Video; p. 274, QuickPass; p. 287, Video; p. 295, #1; p. 304, Video; p. 317, Video; p. 319, Video; p. 321, Video</p> <p>TE: p. R2, Glencoe Technology; p. R6, Glencoe Technology; p. R7, Glencoe Technology; p. R13, Glencoe Technology; p. R16, Glencoe Technology; p. R17, Glencoe Technology; p. R24, Glencoe Technology; p. R28, Glencoe Technology; p. R29, Glencoe Technology; p. R37, Glencoe Technology; p. R41, Glencoe Technology; p. R43, Glencoe Technology; p. R50, Glencoe Technology; p. R52, Glencoe Technology; p. R57, Glencoe Technology; p. R62, Glencoe Technology; p. R64, Glencoe Technology; p. 6, Glencoe Technology; p. 9, Glencoe Technology; p. 15, Comunidades; p. 16, Glencoe Technology; p. 18, Glencoe Technology; p. 19, Cultura; p. 21, Glencoe Technology; p. 25, Differentiation; p. 27, Glencoe Technology; p. 46, Glencoe Technology; p. 48, Glencoe Technology; p. 50, Conexiones, Glencoe Technology; p. 53, Glencoe Technology; p. 57, Differentiation; p. 58, Glencoe Technology; p. 71, GeoVistas, Glencoe Technology; p. 73, Glencoe Technology; p. 80, Glencoe Technology; p. 89, Glencoe Technology; p. 93, Differentiation; p. 95, Glencoe Technology; p. 96D, Tango; p. 102, Glencoe Technology; p. 107, Glencoe Technology; p. 108, Glencoe Technology; p. 112, Glencoe Technology; p. 125, Glencoe Technology; p. 129, Differentiation; p. 131, Glencoe Technology; p. 132C, Chapter Project; p. 142, Glencoe Technology; p. 145, Glencoe Technology; p. 150, Glencoe Technology; p. 157, Glencoe Technology; p. 163, Glencoe Technology; p. 171, Glencoe Technology; p. 173, Comparaciones; p. 178, Glencoe Technology; p. 183, Glencoe Technology; p. 193, Glencoe Technology; p. 197, Differentiation; p. 199, Glencoe Technology; p. 200C, Chapter Project; p. 207, Conexiones; p. 212, Glencoe Technology; p. 218, Glencoe Technology; p. 222, Glencoe Technology; p. 227, Glencoe Technology; p. 231, Differentiation; p. 233, Glencoe Technology; p. 234C, Chapter Project; p. 234D, Día de los Niños, Tejano; p. 237, Comunicación; p.</p>

		<p>239, Comunidades; p. 243, Glencoe Technology; p. 250, Glencoe Technology; p. 253, Glencoe Technology; p. 261, Glencoe Technology; p. 267, Glencoe Technology; p. 275, Glencoe Technology; p. 276, Glencoe Technology; p. 282, Conexiones; p. 285, Differentiation, Glencoe Technology; p. 286, Glencoe Technology; p. 293, Glencoe Technology; p. 297, Differentiation; p. 299, Glencoe Technology; p. 300C, Chapter Project; p. 300D, Inti Raymi, La música andina; p. 307, Comunicación; p. 309, Glencoe Technology; p. 313, Glencoe Technology; p. 316, Glencoe Technology; p. 318, Glencoe Technology; p. 320, Carreras, Glencoe Technology; p. 329, Glencoe Technology; p. 335, Glencoe Technology</p> <p>TeacherTools: pp. 1.15–1.16; pp. 7.13–7.14; p. 8.10; pp. 10.11–10.12</p>
MLIII.CCC4B	<p>Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge</p>	<p>SE: p. 115, C; p. 158, Act. 3; p. 235, QuickPass (WebQuest); p. 262, Act. 1, 3; p. 275, Act. 7; p. 295, #1</p> <p>TE: p. 1D, Connection to Fine Art; p. 15, Comunidades; p. 19, Cultura; p. 50, Conexiones; p. 82, Comparaciones; p. 96D, Tango; p. 132C, Chapter Project; p. 164C, Chapter Project; p. 173, Comparaciones; p. 200C, Chapter Project; p. 200D, Carnaval; p. 205, Differentiation; p. 211, Cultural Snapshot; p. 221, Conexiones; p. 239, Comunidades; p. 277, Writing Development; p. 288, Introducción; p. 300D, Inti Raymi; p. 307, Comunicación</p> <p>TeacherTools: pp. 1.15–1.16</p>