



Georgia Standards Correlated to Glencoe ¡Así se dice! Level 4 © 2009

Standard	Standard	Where Taught
MLIV.IP1	The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. The students:	
MLIV.IP1A	Express needs and desires.	<p>SE: p. 27, Act. 4; p. 65, G; p. 117, Act. 3, 5; p. 131, Act. 29; p. 135, Act. 3–4; p. 141, Antes de leer; p. 145, Act. 3–4; p. 187, Act. 2; p. 191, Act. 11; p. 193, Act. 1; p. 203, Act. 4, Composición; p. 207, H; p. 241, Act. 2; p. 278, J; p. 279, N; p. 281, Act. 1; p. 293, Act. 1, Composición; p. 301, Act. 5–6; p. 316, Episodio 1; p. 330, Act. 7; p. 331, Act. 2, 6; p. 332, QuickPass; p. 336, Act. 6; p. 341, Act. 3–4; p. 344, QuickPass; p. 364, Episodio 2; p. 380, Act. 10; p. 400, Episodios 2–3</p> <p>TE: p. 11, Comunicación; p. 141, Comunicación; p. 174, Carreras; p. 189, Teach; p. 372, Comunicación</p> <p>TeacherTools: p. 3.7; pp. 3.61–3.62; pp. 4.8–4.9; pp. 4.58–4.60; p. 5.12</p> <p>Video Program: Chapter 6 Activities</p>

MLIV.IP1B	Share emotions and preferences.	<p>SE: p. 27, Act. 2, Composición; p. 49, D; p. 50, Episodio 3; p. 65, G; p. 71, Act. 4; p. 84, B; p. 102, Episodios 2–3; p. 115, H; p. 117, Act. 3, 5; p. 124, Act. 12; p. 131, Act. 26; p. 131, Act. 29; p. 135, Act. 2–4; p. 136, Act. 1; p. 140, Act. 1; p. 141, Antes de leer; p. 145, Act. 3–4, Composición; p. 149, D; p. 166, Episodios 1–3; p. 183, Act. 3; p. 187, Act. 2; p. 193, Act. 1; p. 206, B; p. 235, Act. 8; p. 241, Act. 4; p. 249, Act. 1, 3–4, Composición; p. 264, Episodio 2; p. 278, J; p. 279, N; p. 281, Act. 1; p. 293, Act. 2, Composición; p. 306, E; p. 331, Act. 2, 6; p. 364, Episodios 2–3; p. 376, Act. 5; p. 380, Act. 10; p. 389, Act. 2; p. 400, Episodio 3</p> <p>TE: p. 11, Comunicación; p. 140, Teach, Comunicación; p. 141, Comunicación; p. 170, Teach; p. 243, Comunidades; p. 247, Glencoe Technology</p> <p>TeacherTools: p. 3.7; pp. 3.61–3.62; pp. 4.58–4.60; p. 5.16</p> <p>Video Program: Chapter 1 Activities; Chapter 2 Activities; Chapter 6 Activities</p>
MLIV.IP1C	Elicit and express opinions and information.	<p>SE: p. 3, Act. 1; p. 13, Act. 2, Composición; p. 14, QuickPass; p. 27, Act. 1, 3–4, Composición; p. 33, B–C; p. 35, Act. 1, 3, Composición; p. 45, D; p. 47, Antes de leer; p. 49, E; p. 50, Episodio 2; p. 67, Composición; p. 69, Act. 1; p. 71, Act. 4–5; p. 75, Act. 11, 14; p. 77, Act. 16; p. 78, Act. 17; p. 79, Act. 19–20; p. 81, Act. 1–5, Composición; p. 87, E; p. 89, Act. 1–3, Composición; p. 95, D–E; p. 110, B; p. 111, C; p. 112, E; p. 114, G; p. 115, H; p. 117, Act. 1–2, Composición; p. 118, QuickPass; p. 120, Act. 1; p. 121, Act. 6; p. 122, Act. 10; p. 124, Act. 11–12; p. 125, Act. 15; p. 126, Act. 17; p. 129, Act. 25; p. 135, Act. 1–4; p. 136, Act. 1; p. 137, Act. 3–4; p. 139, A; p. 140, Act. 1; p. 145, Act. 1–4, Composición; p. 149, C–E; p. 151, B–D; p. 160, D–E, Conexiones; p. 165, B, D–F; p. 166, Episodios 1–3; p. 175, B; p. 177, C; p. 181, E; p. 183, Act. 1–2; p. 184, QuickPass; p. 187, Act. 3 Expansión; p. 188, Act. 6; p. 189, Act. 7; p. 191, Act. 11; p. 193, Act. 2–4, Composición; p. 194, Act. 1; p. 195, QuickPass; p. 196, Antes de leer; p. 198, Act. 1; p. 199, Antes de leer; p. 203, Act. 1–4; p. 204, Act. 1; p. 205, Antes de leer; p. 206, C–D; p. 207, E–I; p. 211, B; p. 212, Episodios 1–3; p. 217, Act. 5; p. 219, B–C; p. 223, H–J; p. 225, L–N; p. 229, Act. 1–2, 4; p. 235, Act. 12; p. 241, Act. 1–4, Composición; p. 242, Act. 1; p. 244, C; p. 248, Act. 6; p. 249, Act. 1–4, Composición; p. 252, Antes de leer; p. 253, C; p. 254, Antes de leer; p. 255, A–C; p. 263, E; p. 264, Episodios 1–3; p. 273, E; p. 275, G; p. 277, I; p. 278, K; p. 279, M–N; p. 280, Act. 3; p. 281, Act. 1–4; p. 282, QuickPass; p. 288, Act. 8; p. 293, Act. 1–3, Composición; p. 297, D; p. 300, Act. 2; p. 301, Act. 1–6, Composición; p. 303, Act. 3; p. 306, E; p. 307, Antes de leer; p. 308, C, E; p. 311, B–</p>

		<p>C; p. 315, D; p. 316, Episodios 1–3; p. 323, B–C; p. 325, E; p. 327, F–G; p. 328, H; p. 329, I; p. 331, Act. 1–4, 6; p. 332, QuickPass; p. 336, Act. 6; p. 341, Act. 1–4; p. 344, QuickPass; p. 345, C–D; p. 347, Act. 1–4, Composición; p. 349, Antes de leer; p. 351, B–F; p. 353, Act. 1; p. 362, A; p. 363, C–K; p. 364, Episodios 1–3; p. 368, QuickPass; p. 371, B; p. 373, Act. 1–3, Composición; p. 374, QuickPass; p. 376, Act. 5; p. 380, Act. 10; p. 381, Act. 13; p. 383, Act. 1–3; p. 386, QuickPass; p. 387, B–D; p. 388, Act. 3; p. 389, Act. 1–3, Composición; p. 393, Act. 1; p. 399, A, C–F; p. 400, Episodios 1–3</p> <p>TE: p. 10, Comunicación; p. 11, Comunicación; p. 42, C–D; p. 45, C–D; p. 49, Comunicación, C; p. 58, Comunicación; p. 62, Differentiation; p. 76, Differentiation; p. 78, Differentiation; p. 82, Comunicación; p. 87, E, Glencoe Technology; p. 92, Introducción; p. 94, B; p. 96, Comunicación; p. 107, Act. 1, Heritage Speakers; p. 108, Teaching Options; p. 110, Juego; p. 111, Teach, Differentiation, Comunicación; p. 114, Conexiones; p. 125, Differentiation; p. 129, Comunicación; p. 131, Comunicación; p. 136, Comunicación; p. 137, Differentiation; p. 140, Comunicación; p. 141, Glencoe Technology; p. 142, Comunicación; p. 143, Differentiation; p. 156, Teach; p. 157, Teach; p. 174, Comunicación; p. 175, B; p. 176, Teach; p. 179, Differentiation, Conexiones; p. 180, Comunicación; p. 181, Heritage Speakers; p. 194, Teach; p. 197, C; p. 205, Introducción; p. 218, Teaching Options, Tips for Success, Conexiones; p. 226, Interpersonal; p. 227, Heritage Speakers; p. 233, Comunidades; p. 243, Comunidades; p. 247, Comunicación, Glencoe Technology; p. 252, Differentiation; p. 259, Teach; p. 260, Teach; p. 261, Teach; p. 262, Teach; p. 270, B–C, Conexiones, Comunidades; p. 272, Teach, Heritage Speakers; p. 274, Conexiones, Comunidades; p. 275, Heritage Speakers, Differentiation; p. 276, Teach, Comunicación; p. 277, Heritage Speakers; p. 279, Comunicación; p. 298, Differentiation; p. 302, Differentiation; p. 308, E; p. 321, Act. 2–3; p. 322, Conexiones; p. 325, D; p. 327, Heritage Speakers; p. 350, Differentiation; p. 358, Comunicación; p. 368, Differentiation; p. 371, Heritage Speakers, Differentiation; p. 372, Comunicación; p. 375, Teach; p. 385, Heritage Speakers; p. 386, Comunidades; p. 392, Teaching Options; p. 393, Comunicación; p. 399, A–F</p> <p>TeacherTools: pp. 1.12–1.13; p. 1.41; pp. 1.58–1.60; pp. 2.11–2.12; pp. 2.14–2.16; pp. 2.79–2.94; pp. 3.12–3.13; pp. 3.16–3.18; p. 3.53; pp. 3.79–3.80; pp. 3.89–3.108; pp. 4.8–4.9; pp. 4.12–4.13; pp. 4.58–4.60; pp. 5.14–5.16; pp. 5.59–5.63; pp. 5.67–5.80; p. 6.3; pp. 6.7–6.8; p. 6.35; pp. 6.53–6.59; pp. 6.63–6.76; pp. 7.7–7.8; p. 7.10; p. 7.31; pp. 7.33–7.34; pp. 7.47–7.54; pp. 7.59–7.71; pp. 8.3–8.4; pp. 8.6–8.7; pp.</p>
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		8.43–8.46; p. 8.48; pp. 8.53–8.63 Video Program: Chapter 2 Activities; Chapter 3 Activities; Chapter 4 Activities; Chapter 5 Activities; Chapter 6 Activities; Chapter 7 Activities; Chapter 8 Activities
MLIV.IP1D	Exchange personal reactions to spoken and written information related to the target culture(s).	SE: p. 27, Composición; p. 30, D; p. 33, B; p. 81, Composición; p. 89, Act. 2; p. 95, D–E; p. 101, D; p. 115, H; p. 149, D–E; p. 151, B–D; p. 183, Act. 3; p. 263, G; p. 278, J; p. 279, N; p. 281, Act. 1; p. 301, Act. 1–2, 5; p. 306, D; p. 308, E; p. 344, QuickPass; p. 345, D; p. 347, Act. 4; p. 363, C, F; p. 368, QuickPass; p. 386, QuickPass; p. 389, Act. 2–3 TE: p. 10, Tips for Success; p. 56, Comunicación; p. 92, Introducción; p. 94, B; p. 111, Comunicación; p. 141, Teach; p. 142, Cultura; p. 179, Conexiones; p. 308, E; p. 358, Comunicación; p. 385, Heritage Speakers; p. 386, Comunidades TeacherTools: pp. 6.56–6.58 Video Program: Chapter 1 Activities; Chapter 2 Activities
MLIV.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:	
MLIV.IP2A	Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.	SE: p. 13, Act. 2, Composición; p. 15, Act. 1 Expansión; p. 16, Act. 4 Expansión; p. 18, Act. 6 Expansión; p. 27, Act. 2–3, Composición; p. 35, Act. 1–2; p. 42, E; p. 49, E; p. 67, Act. 1–4, Composición; p. 81, Act. 1–3, Composición; p. 89, Composición; p. 95, D–E; p. 101, D; p. 117, Composición; p. 122, Act. 10; p. 125, Act. 15; p. 135, Act. 1, 3; p. 139, A; p. 145, Act. 1, 3, Composición; p. 149, E; p. 151, C–D; p. 160, E; p. 171, Act. 1 Expansión; p. 183, Act. 2–3, Composición; p. 193, Act. 2, 4, Composición; p. 203, Composición; p. 207, I; p. 211, B; p. 223, H; p. 229, Act. 1–2; p. 241, Act. 1, Composición; p. 249, Composición; p. 277, I; p. 281, Act. 1; p. 293, Composición; p. 301, Composición; p. 327, G; p. 331, Act. 3–4, Composición; p. 341, Act. 3; p. 345, D; p. 347, Act. 1, 3–4, Composición; p. 351, C, F; p. 363, K; p. 373, Act. 1–2, Composición; p. 383, Act. 1; p. 389, Act. 1; p. 399, A TE: p. 10, Comunicación; p. 16, Comunicación; p. 48, Teach; p. 69, Differentiation;

		<p>p. 111, Differentiation, Comunicación; p. 122, Act. 10; p. 140, Comunicación; p. 143, Differentiation; p. 155, Teach; p. 165, B; p. 179, Conexiones; p. 181, Comunicación; p. 197, C; p. 218, Teaching Options; p. 272, Heritage Speakers; p. 276, Comunicación; p. 277, Heritage Speakers; p. 323, C; p. 325, E; p. 385, Heritage Speakers</p> <p>TeacherTools: p. 5.5; pp. 5.59–5.60; pp. 6.63–6.76; p. 7.10; p. 7.34; pp. 7.53–7.54; pp. 7.59–7.71; pp. 8.49–8.50</p> <p>Video Program: Chapter 1 Activities; Chapter 6 Activities; Chapter 7 Activities</p>
<p>MLIV.IP2B</p>	<p>Exchange ideas clearly using level-appropriate material.</p>	<p>SE: p. 13, Act. 5; p. 19, Act. 8; p. 20, Act. 11; p. 33, C; p. 35, Act. 1; p. 49, D; p. 50, Episodios 1–3; p. 65, G; p. 67, Act. 1, 3; p. 71, Act. 4–5; p. 75, Act. 11, 14; p. 77, Act. 16; p. 78, Act. 17; p. 79, Act. 19–20; p. 81, Act. 1–5; p. 84, B; p. 87, E; p. 89, Act. 1, 3, Composición; p. 95, D; p. 101, D; p. 102, Episodios 1–3; p. 110, B; p. 111, C; p. 112, E; p. 114, G; p. 115, H; p. 117, Act. 1–3, 5; p. 118, QuickPass; p. 120, Act. 1; p. 121, Act. 6; p. 122, Act. 10; p. 124, Act. 11; p. 125, Act. 15; p. 126, Act. 17; p. 131, Act. 26; p. 131, Act. 29; p. 135, Act. 1–4; p. 137, Act. 3; p. 145, Act. 1–4, Composición; p. 149, D–E; p. 151, C–D; p. 160, D–E, Conexiones; p. 165, B, D–F; p. 175, B; p. 177, C; p. 181, E; p. 183, Act. 1–3; p. 184, QuickPass; p. 187, Act. 3 Expansión; p. 188, Act. 6; p. 189, Act. 7; p. 191, Act. 11; p. 193, Act. 1–4, Composición; p. 194, Act. 1; p. 195, QuickPass; p. 196, Antes de leer; p. 198, Act. 1; p. 199, Antes de leer; p. 203, Act. 1–4; p. 206, B–D; p. 207, E–I; p. 211, B; p. 212, Episodios 1–3; p. 217, Act. 5; p. 219, B–C; p. 223, I–J; p. 225, L–N; p. 229, Act. 1–2, 4; p. 235, Act. 12; p. 241, Act. 1–4, Composición; p. 242, Act. 1; p. 244, C; p. 248, Act. 6; p. 249, Act. 1–4, Composición; p. 252, Antes de leer; p. 253, C; p. 254, Antes de leer; p. 255, A–C; p. 263, E; p. 264, Episodios 1–3; p. 273, E; p. 275, G; p. 277, I; p. 278, K; p. 279, M–N; p. 280, Act. 3; p. 281, Act. 1–4; p. 282, QuickPass; p. 288, Act. 8; p. 293, Act. 1–3, Composición; p. 297, D; p. 300, Act. 2; p. 301, Act. 1–6, Composición; p. 303, Act. 3; p. 306, D–F; p. 307, Antes de leer; p. 308, C, E; p. 311, B–C; p. 315, D; p. 316, Episodios 1–3; p. 323, B–C; p. 325, E; p. 327, F–G; p. 328, H; p. 329, I; p. 331, Act. 1–4, 6, Composición; p. 332, QuickPass; p. 336, Act. 6; p. 341, Act. 1–4; p. 344, QuickPass; p. 345, C–D; p. 347, Act. 1–4, Composición; p. 349, Antes de leer; p. 351, B–F; p. 353, Act. 1; p. 362, A; p. 363, C–K; p. 364, Episodios 1–3; p. 368, QuickPass; p. 371, B; p. 373, Act. 1, 3; p. 374, QuickPass; p. 376, Act. 5; p. 381, Act. 13; p. 383, Act. 1–3; p. 387, C–D; p. 388, Act. 3; p. 389, Act. 1–3; p. 393, Act. 1; p. 399, A, C–F; p. 400, Episodios 1–3</p>

		<p>TE: p. 16, Comunicación; p. 33, B; p. 42, C–D; p. 45, C–D; p. 49, Comunicación, C; p. 56, Comunicación; p. 57, Comunicación; p. 59, Cultura; p. 76, Differentiation; p. 78, Differentiation; p. 85, Differentiation; p. 87, E, Glencoe Technology; p. 94, B; p. 96, Comunicación; p. 107, Act. 1, Heritage Speakers; p. 108, Teaching Options; p. 110, Juego; p. 111, Teach, Differentiation; p. 114, Conexiones; p. 125, Differentiation; p. 126, Differentiation; p. 129, Comunicación; p. 131, Comunicación; p. 136, Comunicación; p. 137, Differentiation; p. 140, Comunicación; p. 142, Comunicación; p. 143, Differentiation; p. 156, Teach; p. 157, Teach; p. 174, Comunicación, Carreras; p. 175, B; p. 176, Teach; p. 179, Differentiation, Conexiones; p. 180, Comunicación; p. 181, Heritage Speakers; p. 205, Introducción; p. 209, Differentiation; p. 218, Teaching Options, Tips for Success, Conexiones; p. 226, Interpersonal; p. 227, Heritage Speakers; p. 233, Comunidades; p. 243, Comunidades; p. 247, Comunicación; p. 252, Differentiation; p. 259, Teach; p. 260, Teach; p. 261, Teach; p. 262, Teach; p. 270, B–C, Conexiones, Comunidades; p. 272, Teach, Heritage Speakers; p. 274, Conexiones, Comunidades; p. 275, Heritage Speakers, Differentiation; p. 276, Teach, Comunicación; p. 277, Heritage Speakers; p. 279, Comunicación; p. 298, Differentiation; p. 302, Differentiation; p. 308, E; p. 321, Act. 2–3; p. 322, Conexiones; p. 325, D; p. 327, Heritage Speakers; p. 350, Differentiation; p. 352, Differentiation; p. 358, Comunicación; p. 368, Differentiation; p. 371, Heritage Speakers, Differentiation; p. 372, Comunicación; p. 375, Teach; p. 385, Heritage Speakers; p. 386, Comunidades; p. 392, Teaching Options; p. 393, Comunicación; p. 399, A–F</p> <p>TeacherTools: pp. 2.11–2.12; pp. 2.15–2.16; pp. 3.12–3.13; pp. 4.8–4.9; pp. 4.12–4.13; pp. 5.14–5.16; pp. 5.59–5.63; pp. 5.67–5.80; p. 6.3; pp. 6.7–6.8; p. 6.35; pp. 6.53–6.55; pp. 6.58–6.59; pp. 6.63–6.76; pp. 7.7–7.8; p. 7.10; p. 7.31; pp. 7.33–7.34; pp. 7.47–7.54; pp. 7.59–7.71; pp. 8.3–8.4; pp. 8.6–8.7; pp. 8.43–8.46; p. 8.48</p> <p>Video Program: Chapter 2 Activities; Chapter 3 Activities; Chapter 4 Activities; Chapter 5 Activities; Chapter 6 Activities; Chapter 7 Activities; Chapter 8 Activities</p>
MLIV.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.	SE: p. 3, Act. 1 Expansión; p. 13, Act. 1; p. 15, Act. 1 Expansión; p. 16, Act. 4 Expansión; p. 18, Act. 6 Expansión; p. 30, C; p. 31, Act. 1 Expansión; p. 33, B; p. 35, Act. 2; p. 45, C; p. 67, Act. 2–4; p. 69, Act. 1 Expansión; p. 82, Act. 1 Expansión; p. 87, D; p. 97, Act. 1 Expansión; p. 100, A Expansión, B; p. 112, E; p. 117, Act. 3; p. 125, Act. 14 Expansión, Act. 15 Expansión; p. 128, Act. 21 Expansión; p. 139, C; p.

		<p>143, B–C; p. 149, B; p. 151, D; p. 171, Act. 1 Expansión; p. 188, Act. 5 Expansión; p. 194, Act. 1 Expansión; p. 197, C; p. 201, B; p. 206, D; p. 223, H; p. 225, L; p. 229, Act. 3; p. 231, Act. 1 Expansión; p. 249, Act. 2; p. 263, E; p. 273, E; p. 278, K; p. 283, Act. 1 Expansión; p. 297, C; p. 299, B; p. 306, C–D, F; p. 323, B–C; p. 327, F Expansión; p. 345, C; p. 347, Act. 1–2, Composición; p. 363, C, H; p. 364, Episodio 1; p. 373, Act. 2, Composición; p. 391, B; p. 399, C, E</p> <p>TE: p. 4, Teach; p. 5, Tips for Success; p. 13, Tips for Success; p. 18, Act. 7; p. 20, Act. 10; p. 27, Tips for Success; p. 29, Teach; p. 33, B; p. 35, Tips for Success; p. 39, Teaching Options; p. 48, Teach; p. 58, Teach; p. 60, Teach; p. 62, Differentiation; p. 67, Tips for Success; p. 69, Differentiation; p. 81, Tips for Success; p. 84, Differentiation; p. 89, Tips for Success; p. 108, Teaching Options; p. 117, Tips for Success; p. 125, Differentiation; p. 135, Tips for Success; p. 145, Tips for Success; p. 146, Differentiation; p. 148, Teach; p. 155, Teach; p. 156, Teach; p. 161, Teach, Differentiation; p. 170, Differentiation; p. 174, Teach; p. 176, Teach; p. 178, Teach; p. 179, Teach; p. 181, Comunicación; p. 183, Tips for Success; p. 193, Tips for Success; p. 203, Tips for Success; p. 205, Introducción; p. 209, Differentiation; p. 210, Teach; p. 216, Differentiation; p. 229, Tips for Success; p. 231, Differentiation; p. 235, Act. 9; p. 241, Tips for Success; p. 245, Differentiation; p. 249, Tips for Success; p. 261, Teach; p. 276, Teach; p. 281, Tips for Success; p. 293, Tips for Success; p. 301, Tips for Success; p. 331, Tips for Success; p. 341, Tips for Success; p. 347, Tips for Success; p. 350, Differentiation; p. 373, Tips for Success; p. 383, Tips for Success; p. 389, Tips for Success; p. 394, Introducción; p. 396, Reading Check</p> <p>TeacherTools: pp. 1.12–1.13; p. 1.39; pp. 1.58–1.61; pp. 2.63–2.65; pp. 3.16–3.18; pp. 3.79–3.81; pp. 5.4–5.5; pp. 5.60–5.61; pp. 5.67–5.80; pp. 6.11–6.12; pp. 6.53–6.58; pp. 6.63–6.76; p. 7.10; pp. 7.51–7.53; pp. 7.59–7.71; pp. 8.3–8.4; pp. 8.53–8.63</p> <p>Video Program: Chapter 2 Activities; Chapter 3 Activities; Chapter 6 Activities; Chapter 7 Activities</p>
MLIV.IP2D	Use self-correction.	<p>SE: p. 13, Composición; p. 35, Composición; p. 67, Composición; p. 81, Composición; p. 89, Composición; p. 145, Composición; p. 183, Composición; p. 193, Composición; p. 203, Composición; p. 229, Composición; p. 249, Composición; p. 281, Composición; p. 301, Composición; p. 331, Composición; p. 347,</p>

		<p>Composición; p. 373, Composición; p. 389, Composición</p> <p>TE: p. 1D, Rubric; p. 52D, Rubric; p. 104D, Rubric, p. 168D, Rubric; p. 214D, Rubric; p. 266D, Rubric; p. 318D, Rubric; p. 366D, Rubric</p>
<p>MLIV.IP2E</p>	<p>Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>SE: p. 13, Act. 5, Composición; p. 14, QuickPass; p. 27, Act. 1–4, Composición; p. 35, Composición; p. 67, Composición; p. 68, QuickPass; p. 73, Act. 10; p. 75, Act. 14; p. 79, Act. 20; p. 81, Act. 1–5, Composición; p. 89, Composición; p. 117, Composición; p. 118, QuickPass; p. 122, Act. 10; p. 125, Act. 15; p. 126, Act. 17; p. 135, Act. 1–4; p. 137, Act. 4; p. 183, Act. 3, Composición; p. 184, QuickPass; p. 188, Act. 5 Expansión; p. 188, Act. 6; p. 189, Act. 7; p. 191, Act. 11; p. 193, Act. 1–4, Composición; p. 211, B; p. 217, Act. 5; p. 229, Act. 1, Composición; p. 230, QuickPass; p. 231, Act. 1–2; p. 235, Act. 8, 12; p. 241, Act. 1–4, Composición; p. 249, Act. 1, 4, Composición; p. 253, C; p. 263, G; p. 275, G; p. 277, I; p. 281, Act. 1, 4; p. 282, QuickPass; p. 283, Act. 1, Act. 1 Expansión; p. 288, Act. 8; p. 293, Act. 1–3, Composición; p. 299, B; p. 301, Act. 1–6, Composición; p. 303, Act. 1, 3; p. 308, E; p. 315, D; p. 331, Act. 1–4, 6, Composición; p. 332, QuickPass; p. 334, Act. 2; p. 341, Act. 1–4; p. 345, D; p. 347, Act. 1–4, Composición; p. 373, Act. 1–3; p. 374, QuickPass; p. 375, Act. 4; p. 377, Act. 7; p. 380, Act. 10; p. 381, Act. 13; p. 383, Act. 1–3; p. 388, Act. 3; p. 389, Act. 1–3, Composición; p. 391, C; p. 399, D, F</p> <p>TE: p. 13, Note; p. 27, Note; p. 35, Note; p. 67, Note; p. 81, Note; p. 85, Differentiation; p. 89, Note; p. 96, Comunicación; p. 106, Differentiation; p. 110, Juego; p. 117, Note; p. 125, Differentiation; p. 129, Comunicación; p. 135, Note; p. 136, Comunicación; p. 137, Differentiation; p. 145, Note; p. 179, Conexiones; p. 183, Note; p. 189, Teach; p. 193, Note; p. 203, Note; p. 216, Differentiation; p. 229, Note; p. 231, Differentiation; p. 232, Glencoe Technology; p. 241, Note; p. 245, Differentiation; p. 249, Note; p. 257, Differentiation; p. 279, Comunicación; p. 281, Note; p. 283, Act. 1; p. 293, Note; p. 301, Note; p. 302, Differentiation; p. 321, Act. 2–3; p. 331, Note; p. 341, Note; p. 347, Note; p. 352, Differentiation; p. 368, Differentiation; p. 373, Note; p. 375, Teach; p. 380, Differentiation; p. 381, Act. 15–16; p. 383, Note; p. 385, Heritage Speakers; p. 389, Note</p> <p>TeacherTools: p. 1.41; pp. 1.53–1.55; pp. 1.58–1.60; p. 1.63; pp. 1.67–1.86; pp. 2.14–2.15; pp. 2.66–2.68; pp. 2.72–2.73; pp. 2.79–2.94; pp. 3.5–3.7; p. 3.53; pp. 3.89–3.108; pp. 4.55–4.60; pp. 4.69–4.86; pp. 5.10–5.12; pp. 5.38–5.39; p. 5.41; pp. 5.55–5.56; pp. 5.59–5.63; pp. 5.67–5.80; pp. 6.4–6.5; pp. 6.7–6.9; p. 6.35; p. 6.38;</p>

		pp. 6.49–6.50; pp. 6.53–6.59; pp. 6.63–6.76; pp. 7.7–7.8; p. 7.10; p. 7.31; pp. 7.33–7.34; pp. 7.47–7.54; pp. 7.59–7.71; pp. 8.6–8.9; pp. 8.11–8.12; pp. 8.31–8.32; pp. 8.43–8.44; pp. 8.47–8.50; pp. 8.53–8.63
MLIV.INT1	The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
MLIV.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.	<p>SE: p. 7, B; p. 33, C; p. 35, Act. 2, Composición; p. 63, F; p. 102, Episodio 1; p. 212, Episodio 1; p. 223, H; p. 229, Act. 3, Composición; p. 246, Antes de leer; p. 264, Episodio 3; p. 273, E; p. 316, Episodio 1; p. 364, Episodio 1</p> <p>TE: p. 109, Differentiation; p. 276, Teach</p> <p>TeacherTools: p. 1.40; pp. 1.58–1.60; p. 1.62; p. 2.44; p. 2.47; pp. 4.6–4.7; pp. 5.4–5.5; p. 5.38; pp. 5.55–5.56; pp. 6.4–6.5; pp. 6.11–6.12; p. 6.38; pp. 6.53–6.55</p> <p>Video Program: Chapter 1 Activities, Chapter 2 Activities; Chapter 4 Activities</p>
MLIV.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.	<p>SE: p. 30, D–E; p. 33, B; p. 42, C; p. 45, A–D; p. 49, C; p. 93, Antes de leer; p. 95, D–E; p. 149, B–C; p. 151, B, D; p. 160, D–E; p. 165, B, D–F; p. 206, C–D; p. 207, E–G, I; p. 244, C; p. 253, A, C; p. 255, B; p. 279, M; p. 299, C; p. 306, B–D, F; p. 307, Antes de leer; p. 311, C–D; p. 350, QuickPass; p. 351, B, D, F; p. 363, C, H; p. 389, Act. 3; p. 391, C–D, QuickPass; p. 394, Antes de leer; p. 399, B, D–F</p> <p>TE: p. 41, Teach; p. 154, Glencoe Technology; p. 157, Teach; p. 158, Teach; p. 163, Teach; p. 252, Differentiation; p. 253, Conexiones; p. 324, Conexiones; p. 349, Introducción; p. 350, Differentiation; p. 361, Teach; p. 393, Glencoe Technology; p. 396, Reading Check; p. 397, Reading Check; p. 398, Reading Check</p> <p>TeacherTools: pp. 1.61–1.63; pp. 3.81–3.83; pp. 4.69–4.86; pp. 5.60–5.61; pp. 5.67–5.80; pp. 6.56–6.58; pp. 6.63–6.76; pp. 7.3–7.4; p. 7.53; pp. 8.48–8.50</p> <p>Video Program: Chapter 2 Activities; Chapter 3 Activities; Chapter 8 Activities</p>

MLIV.INT1C	Comprehend and react to current events and issues presented through print and electronic media.	<p>SE: p. 28, QuickPass; p. 30, A–B, D–E; p. 33, A–B; p. 34, Act. 2, 4; p. 35, Act. 1, Composición; p. 84, A, QuickPass; p. 87, A–D; p. 88, Act. 2, 4; p. 137, QuickPass; p. 139, A–C; p. 143, A–C; p. 144, Act. 3, 5; p. 195, QuickPass; p. 197, B–C; p. 201, A–B; p. 202, Act. 2–3, 5–6; p. 244, A–C, QuickPass; p. 247, A–B; p. 248, Act. 2, 6; p. 249, Act. 2; p. 297, A–D, QuickPass; p. 299, A–C; p. 300, Act. 2–5; p. 301, Act. 2–3; p. 344, QuickPass; p. 345, A–C; p. 346, Act. 2–3; p. 347, Act. 1–2; p. 386, QuickPass; p. 387, A–D; p. 388, Act. 2–3; p. 389, Act. 1, 3</p> <p>TE: p. 30, A; p. 83, Glencoe Technology; p. 137, Glencoe Technology; p. 141, Teach, Glencoe Technology; p. 142, Cultura; p. 199, Glencoe Technology; p. 247, Glencoe Technology; p. 295, Teach; p. 296, Teach; p. 299, Glencoe Technology</p> <p>TeacherTools: pp. 1.12–1.14; pp. 1.58–1.60; pp. 2.15–2.16; pp. 2.69–2.70; pp. 3.16–3.17; pp. 4.12–4.14; pp. 4.61–4.62; pp. 4.69–4.86; pp. 5.14–5.15; pp. 5.59–5.60; pp. 6.11–6.12; pp. 6.53–6.55; pp. 7.3–7.4; pp. 7.51–7.52; pp. 8.11–8.12</p> <p>Video Program: Chapter 1 Activities; Chapter 2 Activities; Chapter 3 Activities; Chapter 4 Activities; Chapter 5 Activities</p>
MLIV.INT1D	Understand simple connected discourse.	<p>SE: p. 19, Act. 8; p. 20, Act. 11; p. 50, Episodios 1–3; p. 61, C; p. 67, Composición; p. 73, Act. 8; p. 77, Act. 15; p. 80, Act. 2, 5; p. 89, Composición; p. 102, Episodios 1–3; p. 117, Composición; p. 125, Act. 15–16; p. 128, Act. 22; p. 133, Act. 30; p. 134, Act. 3; p. 135, Act. 2, 4; p. 145, Act. 3–4, Composición; p. 153, Act. 1; p. 160, E; p. 166, Episodios 1–3; p. 183, Composición; p. 188, Act. 6; p. 193, Act. 2; p. 203, Act. 2; p. 211, B; p. 212, Episodios 1–3; p. 241, Act. 1, Composición; p. 245, Act. 2; p. 251, Act. 3; p. 264, Episodios 1–3; p. 281, Composición; p. 288, Act. 8; p. 293, Act. 1; p. 306, F; p. 316, Episodios 1–3; p. 331, Composición; p. 364, Episodios 1–3; p. 400, Episodios 1–3</p> <p>TE: p. 3, Act. 1–2; p. 4, Teaching Options; p. 10, Differentiation; p. 16, Act. 3, Comunicación; p. 48, Teach; p. 110, Juego; p. 113, Tips for Success; p. 126, Differentiation; p. 129, Comunicación; p. 131, Comunicación; p. 143, Differentiation; p. 179, Conexiones</p> <p>Video Program: Chapter 7 Activities; Chapter 8 Activities</p>
MLIV.INT1E	Demonstrate Intermediate-Low to	SE: p. 2, QuickPass; p. 5, A; p. 7, B; p. 9, C; p. 11, E; p. 12, Act. 1–4; p. 15, Act. 1;

	<p>Intermediate-Mid proficiency in listening and reading comprehension.</p>	<p>p. 18, Act. 7; p. 21, Act. 12; p. 28, Act. 1; p. 30, A–B, D–E; p. 33, A–C; p. 34, Act. 1–4; p. 37, Act. 1, QuickPass; p. 42, B–C; p. 45, B–C; p. 48, Reading Checks; p. 49, A–B; p. 54, QuickPass; p. 55, Act. 2; p. 57, A; p. 59, B; p. 61, D; p. 62, E; p. 63, F; p. 66, Act. 2–4; p. 69, Act. 1; p. 71, Act. 4–5; p. 73, Act. 7; p. 77, Act. 15; p. 78, Act. 17; p. 80, Act. 6; p. 84, A; p. 85, Act. 1; p. 87, A–D; p. 88, Act. 1–4; p. 91, Act. 1, QuickPass; p. 93, Antes de leer; p. 94, A–C; p. 95, D–E; p. 97, Act. 1; p. 98, Reading Checks; p. 99, Reading Checks; p. 100, A–C; p. 101, D; p. 106, QuickPass; p. 107, Act. 2; p. 110, A–B; p. 111, C–D; p. 112, E; p. 113, F; p. 114, G; p. 116, Act. 1, 3–5; p. 117, Act. 1–2; p. 121, Act. 6; p. 124, Act. 11; p. 125, Act. 14; p. 126, Act. 18; p. 133, Act. 31; p. 137, Act. 2, QuickPass; p. 139, A–C; p. 140, Act. 1; p. 143, A–C; p. 144, Act. 1, 3, 5; p. 147, Act. 1, QuickPass; p. 149, A–C, E; p. 151, A–B; p. 153, Act. 1–2; p. 155, Reading Checks; p. 156, Reading Checks; p. 157, Reading Checks; p. 158, Reading Checks; p. 159, Reading Checks; p. 160, A–C, E; p. 161, Act. 1; p. 163, Reading Check; p. 164, Reading Check; p. 165, A–D; p. 170, QuickPass; p. 171, Act. 1–2; p. 173, A; p. 175, B; p. 177, C; p. 180, D; p. 181, E; p. 182, Act. 2–5; p. 183, Act. 1–2; p. 194, Act. 1; p. 195, Act. 3, QuickPass; p. 197, B–C; p. 198, Act. 1–2; p. 201, A–B; p. 202, Act. 1–6; p. 204, Act. 1; p. 206, A, C; p. 208, Act. 1; p. 210, Reading Checks; p. 211, A, QuickPass; p. 216, QuickPass; p. 217, Act. 2; p. 219, A–C; p. 221, D–F; p. 223, G–J; p. 225, K–N; p. 226, O; p. 227, P–Q; p. 228, Act. 1–6; p. 229, Act. 2–4, Composición; p. 231, Act. 1–2; p. 233, Act. 5; p. 235, Act. 8–10; p. 239, Act. 19; p. 244, A–C, QuickPass; p. 247, A–B; p. 248, Act. 1–6; p. 249, Act. 2; p. 251, Act. 1, QuickPass; p. 253, A–C; p. 255, A–C; p. 257, Act. 1; p. 259, Reading Checks; p. 260, Reading Checks; p. 261, Reading Checks; p. 262, Reading Checks; p. 263, A–G; p. 268, Act. 1–2, QuickPass; p. 270, A–C; p. 273, D–E; p. 275, F–G; p. 277, H–I; p. 278, K; p. 279, L–M; p. 280, Act. 1–6; p. 281, Act. 1–3, Composición; p. 283, Act. 1; p. 288, Act. 9; p. 297, A–D, QuickPass; p. 299, A–C; p. 300, Act. 1–5; p. 301, Act. 2–3; p. 303, Act. 1, QuickPass; p. 306, B–D; p. 308, A–D; p. 311, A–D; p. 312, Act. 1; p. 313, Reading Check; p. 314, Reading Checks; p. 315, A–D; p. 320, QuickPass; p. 321, Act. 1, 4; p. 323, A–C; p. 325, D–E; p. 327, F–G; p. 328, H; p. 329, I; p. 330, Act. 1–7; p. 331, Act. 1–4; p. 334, Act. 2–3; p. 336, Act. 6; p. 339, Act. 10–11; p. 342, Act. 1; p. 344, QuickPass; p. 345, A–C; p. 346, Act. 2–3; p. 347, Act. 1–2; p. 350, QuickPass; p. 351, A–F; p. 353, Act. 1–2, QuickPass; p. 355, Reading Check; p. 356, Reading Check; p. 357, Reading Check; p. 358, Reading Checks; p. 359, Reading Checks; p. 360, Reading Checks; p. 361, Reading Checks; p. 362, A–B; p. 363, C–E, G–I, K; p. 364, Episodio 1; p. 368, Act. 1–2; p. 371, A–C; p. 372, Act. 2–3; p. 373, Act. 2; p. 386, QuickPass; p. 387, A–D; p. 388, Act. 1–3; p. 389, Act. 1, 3; p. 391, A–C, QuickPass; p. 399, A–D</p>
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		<p>TE: p. 3, Act. 1–2; p. 5, Tips for Success; p. 6, Teach; p. 8, Teach; p. 15, Act. 1; p. 16, Act. 3; p. 29, Glencoe Technology; p. 30, A; p. 31, Teach, Act. 1; p. 32, Glencoe Technology; p. 36, Glencoe Technology; p. 39, Differentiation; p. 40, Differentiation; p. 41, Teach; p. 42, A; p. 47, Glencoe Technology; p. 48, Teach; p. 55, Act. 1, Differentiation; p. 58, Teach; p. 60, Teach; p. 61, D; p. 62, Differentiation; p. 71, Act. 4–5; p. 72, Teach; p. 73, Act. 7; p. 75, Act. 11–12; p. 82, Teach; p. 83, Glencoe Technology; p. 84, Differentiation; p. 87, A–B; p. 90, Teach, Glencoe Technology; p. 92, Introducción; p. 97, Glencoe Technology; p. 100, Differentiation; p. 106, Glencoe Technology; p. 107, Act. 1; p. 108, Teaching Options; p. 109, Differentiation; p. 111, Differentiation; p. 113, Tips for Success; p. 114, Differentiation; p. 124, Act. 11, 13; p. 137, Glencoe Technology; p. 140, Teach; p. 141, Glencoe Technology; p. 147, Introducción, Glencoe Technology; p. 148, Teach; p. 153, Act. 1; p. 154, Glencoe Technology; p. 155, Teach; p. 156, Teach; p. 158, Teach; p. 162, Introducción; p. 163, Teach; p. 164, Teach; p. 165, A; p. 170, Teach, Glencoe Technology; p. 172, Teach; p. 174, Teach; p. 176, Teach; p. 178, Teach; p. 179, Teach; p. 194, Teach; p. 198, Teach; p. 199, Glencoe Technology; p. 204, Glencoe Technology; p. 206, Teach; p. 208, Glencoe Technology; p. 209, Differentiation; p. 210, Teach; p. 218, Teaching Options; p. 220, Differentiation; p. 242, Cultural Snapshot; p. 247, Glencoe Technology; p. 252, Differentiation; p. 253, Conexiones; p. 258, Introducción, Glencoe Technology; p. 259, Teach; p. 260, Teach; p. 261, Teach; p. 262, Teach; p. 268, Teach; p. 271, Teach; p. 272, Teach; p. 275, Differentiation; p. 276, Teach; p. 277, Teach; p. 283, Act. 1; p. 295, Teach; p. 296, Teach; p. 299, A, Glencoe Technology; p. 304, Introducción; p. 312, Teach; p. 315, Glencoe Technology; p. 320, Teach; p. 321, Act. 1; p. 324, Teach; p. 326, Teach; p. 334, Act. 1–3; p. 342, Teach; p. 343, Teach; p. 344, Teach; p. 350, Differentiation; p. 357, Differentiation; p. 361, Teach; p. 368, Teach; p. 369, Teach; p. 370, Teach; p. 371, Differentiation; p. 381, Act. 13, 15–16; p. 390, Introducción; p. 393, Glencoe Technology; p. 395, Reading Check; p. 396, Reading Check; p. 397, Reading Check; p. 398, Reading Check</p> <p>TeacherTools: p. 1.4; p. 1.6; pp. 1.12–1.14; p. 1.40; pp. 1.53–1.55; pp. 1.61–1.63; pp. 1.67–1.86; pp. 2.4–2.7; pp. 2.9–2.10; pp. 2.15–2.16; p. 2.44; pp. 2.46–2.48; pp. 2.63–2.65; pp. 2.69–2.73; pp. 2.79–2.94; pp. 3.5–3.7; pp. 3.10–3.11; p. 3.49; p. 3.53; pp. 3.81–3.83; pp. 3.89–3.108; pp. 4.5–4.7; pp. 4.12–4.14; p. 4.40; p. 4.42; pp. 4.55–4.57; pp. 4.61–4.62; pp. 4.69–4.86; pp. 5.3–5.5; pp. 5.14–5.15; pp. 5.38–5.41; pp. 5.55–5.56; pp. 5.59–5.63; pp. 5.67–5.80; pp. 6.3–6.5; pp. 6.11–6.12; pp. 6.34–6.38;</p>
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		<p>pp. 6.49–6.50; pp. 6.53–6.59; pp. 6.63–6.76; pp. 7.3–7.6; pp. 7.8–7.10; p. 7.32; p. 7.34; p. 7.39; pp. 7.47–7.54; pp. 7.59–7.71; pp. 8.3–8.4; pp. 8.8–8.9; pp. 8.11–8.12; p. 8.32; pp. 8.43–8.44; pp. 8.48–8.50; pp. 8.53–8.63</p> <p>Video Program: Chapter 1 Activities; Chapter 2 Activities; Chapter 3 Activities; Chapter 4 Activities; Chapter 5 Activities; Chapter 6 Activities; Chapter 7 Activities; Chapter 8 Activities</p>
MLIV.P1	The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
MLIV.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	<p>SE: p. 30, D; p. 33, C; p. 35, Act. 2, Composición; p. 42, D; p. 87, D; p. 95, E; p. 139, A; p. 203, Act. 4; p. 387, D; p. 399, A</p> <p>TE: p. 84, Differentiation; p. 199, Teach</p> <p>TeacherTools: pp. 1.58–1.60; p. 1.62; pp. 2.71–2.73; pp. 2.79–2.94; pp. 3.79–3.80; pp. 3.82–3.83; pp. 3.89–3.108; pp. 5.14–5.15; pp. 5.59–5.60; pp. 5.67–5.80; pp. 6.53–6.55; p. 7.10; pp. 7.59–7.71</p>
MLIV.P1B	Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.	<p>SE: p. 101, D; p. 117, Act. 1; p. 135, Act. 3; p. 139, D; p. 145, Act. 3; p. 325, E</p> <p>TE: p. 5, Tips for Success, Differentiation; p. 10, Comunicación; p. 49, Comunicación, D–E; p. 59, Cultura; p. 63, Heritage Speakers; p. 65, Heritage Speakers, Comunicación; p. 82, Comunicación; p. 84, Differentiation; p. 122, Act. 10; p. 126, Differentiation; p. 139, D; p. 140, Comunicación; p. 141, Comunicación; p. 179, Conexiones; p. 218, Teaching Options, Conexiones; p. 272, Heritage Speakers; p. 275, Heritage Speakers; p. 276, Comunicación; p. 277, Heritage Speakers; p. 325, E; p. 357, Differentiation; p. 371, Heritage Speakers</p>
MLIV.P1C	Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and	<p>SE: p. 13, Composición; p. 14, QuickPass; p. 27, Composición; p. 35, Composición; p. 42, D–E; p. 49, D–E; p. 67, Composición; p. 68, QuickPass; p. 81, Composición; p. 89, Composición; p. 95, D–E; p. 117, Composición; p. 145, Composición; p. 149, E; p. 151, C–D; p. 160, E; p. 165, E–F; p. 183, Composición; p. 193, Composición; p.</p>

	technological support as appropriate.	<p>203, Composición; p. 207, E, I; p. 229, Composición; p. 241, Composición; p. 249, Composición; p. 253, C; p. 263, G; p. 281, Composición; p. 293, Composición; p. 301, Composición; p. 308, E; p. 345, D–E; p. 347, Composición; p. 351, C, F; p. 363, F, H, J–K; p. 373, Composición; p. 389, Composición; p. 391, C–D; p. 399, D, F</p> <p>TE: p. 87, Glencoe Technology; p. 160, D–E; p. 165, E–F; p. 325, E</p> <p>TeacherTools: pp. 3.12–3.13; pp. 5.10–5.12; p. 8.47</p> <p>Video Program: Chapter 7 Activities</p>
MLIV.P1D	Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.	<p>SE: p. 13, Act. 3, 5; p. 117, Act. 4; p. 135, Act. 3; p. 139, D; p. 145, Act. 2</p> <p>TE: p. 10, Comunicación; p. 16, Comunicación; p. 59, Cultura; p. 63, Heritage Speakers; p. 65, Heritage Speakers; p. 113, Differentiation; p. 139, D; p. 141, Comunicación; p. 143, Differentiation; p. 175, Comunicación; p. 181, Comunicación; p. 226, Presentational; p. 274, Comunicación; p. 276, Comunicación; p. 279, Comunicación; p. 297, E; p. 357, Differentiation; p. 371, Heritage Speakers</p>
MLIV.P1E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. 13, Act. 4–5, Composición; p. 27, Composición; p. 67, Composición; p. 81, Composición; p. 89, Composición; p. 117, Composición; p. 135, Act. 3; p. 145, Composición; p. 203, Composición; p. 229, Composición; p. 241, Composición; p. 249, Composición; p. 263, G; p. 281, Composición; p. 293, Composición; p. 301, Composición; p. 308, E; p. 331, Composición; p. 347, Composición; p. 391, C–D; p. 399, D, F</p> <p>TE: p. 13, Note; p. 27, Note; p. 35, Note; p. 67, Note; p. 81, Note; p. 84, Differentiation; p. 89, Note; p. 117, Note; p. 135, Note; p. 145, Note; p. 183, Note; p. 193, Note; p. 203, Note; p. 229, Note; p. 241, Note; p. 249, Note; p. 272, Heritage Speakers; p. 274, Comunicación; p. 277, Heritage Speakers; p. 279, Comunicación; p. 281, Note; p. 293, Note; p. 301, Note; p. 331, Note; p. 341, Note; p. 347, Note; p. 373, Note; p. 383, Note; p. 384, Teach, Differentiation; p. 385, Heritage Speakers; p. 389, Note; p. 392, Teaching Options</p> <p>TeacherTools: pp. 1.67–1.86; p. 2.7; p. 2.44; pp. 2.46–2.48; p. 2.53; pp. 2.63–2.65; pp. 2.66–2.68; pp. 2.69–2.73; pp. 2.79–2.94; pp. 3.79–3.81; pp. 3.89–3.108; pp. 5.10–5.12; pp. 8.11–8.12; pp. 8.45–8.50; pp. 8.53–8.63</p>

MLIV.P2	The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
MLIV.P2A	Prepare and present organized culturally authentic poetry, skits, or stories.	SE: p. 350, QuickPass (WebQuest) TE: p. 350, Glencoe Technology (WebQuest); p. 357, Differentiation
MLIV.P2B	Prepare and present original essays, authentic poetry, skits or stories in the target language.	SE: p. 13, Act. 5; p. 33, C; p. 331, Composición; p. 350, QuickPass (WebQuest) TE: p. 113, Differentiation; p. 297, E; p. 298, Differentiation; p. 350, Glencoe Technology (WebQuest)
MLIV.CU1	The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
MLIV.CU1A	Participate in real or simulated cultural events.	SE: p. 367, QuickPass (WebQuest) TE: p. 369, Glencoe Technology (WebQuest)
MLIV.CU1B	Discuss cultural patterns of behavior.	SE: p. 35, Act. 1; p. 50, Episodio 3; p. 81, Composición; p. 95, D; p. 258, Estrategia; p. 345, D; p. 389, Act. 3 TE: p. 4, Cultura; p. 18, Cultura; p. 111, Comunicación; p. 142, Cultura; p. 172, Cultura; p. 179, Conexiones; p. 209, Cultura; p. 211, Cultura; p. 233, Comunidades; p. 385, Heritage Speakers Video Program: Chapter 1 Activities; Chapter 2 Activities
MLIV.CU1C	Research and report on some aspect of the history and development of the target culture(s).	SE: p. 13, Act. 3; p. 67, Composición; p. 81, Composición; p. 117, Act. 4; p. 183, Composición; p. 229, Act. 5; p. 281, Act. 4, Composición; p. 331, Act. 5; p. 345, E TE: p. 113, Differentiation; p. 175, Comunicación; p. 226, Presentational; p. 274, Comunicación

MLIV.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:	
MLIV.CCC1A	Report on the role of major contemporary and historical figures and events from the cultures studied.	SE: p. 13, Act. 3; p. 35, Composición; p. 117, Act. 4; p. 229, Act. 5; p. 281, Act. 4, Composición; p. 331, Act. 5; p. 345, E TE: p. 63, Heritage Speakers; p. 113, Differentiation; p. 226, Presentational; p. 274, Comunicación; p. 275, Heritage Speakers
MLIV.CCC1B	Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.	SE: p. 42, Conexiones; p. 160, Conexiones; p. 219, C TE: p. 9, Conexiones; p. 44, Conexiones; p. 58, Conexiones; p. 322, Conexiones Video Program: Chapter 4 Activities
MLIV.CCC1C	Discuss 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.	SE: p. 33, B; p. 35, Act. 1, Composición; p. 95, D; p. 151, B; p. 258, Estrategia; p. 281, Act. 3–4, Composición; p. 345, D; p. 350, QuickPass (WebQuest); p. 367, QuickPass (WebQuest) TE: p. 111, Cultura; p. 142, Cultura; p. 148, Cultura; p. 211, Cultura; p. 350, Glencoe Technology (WebQuest); p. 369, Glencoe Technology (WebQuest) Video Program: Chapter 3 Activities
MLIV.CCC2	The students investigate the similarities and differences that exist within and among the cultures studied. The students:	
MLIV.CCC2A	Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	SE: p. 83, Antes de leer; p. 100, Comparaciones; p. 117, Act. 1, 3; p. 166, Episodio 2; p. 219, C; p. 345, D TE: p. 4, Cultura; p. 18, Cultura; p. 32, Cultura; p. 142, Cultura; p. 172, Cultura; p.

		209, Cultura; p. 227, Heritage Speakers; p. 270, Conexiones; p. 370, Teach; p. 386, Comunidades Video Program: Chapter 1 Activities
MLIV.CCC2B	Discuss how members of the target culture(s) view the United States.	SE: p. 316, Episodio 1; p. 350, QuickPass (WebQuest); p. 368, QuickPass; p. 386, QuickPass TE: p. 233, Comunidades; p. 350, Glencoe Technology (WebQuest)
MLIV.CCC2C	Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.	SE: p. 111, C; p. 117, Act. 2; p. 183, Act. 1–2, Composición; p. 229, Act. 1; p. 281, Act. 2, 4, Composición; p. 329, I; p. 331, Act. 1 TE: p. 63, Heritage Speakers; p. 111, Differentiation; p. 211, Cultura; p. 227, Heritage Speakers
MLIV.CCC3	The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:	
MLIV.CCC3A	Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.	SE: p. 14, ¿Te acuerdas?; p. 18, En otras partes; p. 23, Grammar #6; p. 85, Nota TE: p. 10, About the Spanish Language; p. 18, About the Spanish Language; p. 112, About the Spanish Language; p. 114, About the Spanish Language; p. 185, About the Spanish Language; p. 208, About the Spanish Language; p. 335, About the Spanish Language; p. 386, About the Spanish Language Video Program: Chapter 1 Activities
MLIV.CCC3B	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.	SE: p. 76, Comparaciones; p. 130, Verbos como gustar; p. 132, ¿Te acuerdas?, Palabras negativas y afirmativas; p. 230, Verbos reflexivos; p. 232, La voz pasiva; p. 234, Presente perfecto y pluscuamperfecto; p. 282, Futuro y condicional; p. 284, Futuro perfecto y condicional perfecto; p. 289, Pronombres relativos; p. 379, Usos especiales de los artículos TE: p. 74, Teach; p. 92, About the Spanish Language; p. 96, About the Spanish

		Language; p. 234, About the Spanish Language; p. 314, About the Spanish Language
MLIV.CCC4	The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
MLIV.CCC4A	Discuss information acquired through the use of media, entertainment, and technology in the target language.	<p>SE: p. 13, Act. 3; p. 30, D; p. 33, B; p. 35, Act. 2–3; p. 84, A; p. 87, A; p. 117, Act. 4; p. 139, A–C; p. 143, A–C; p. 197, C; p. 203, Act. 4; p. 244, C; p. 249, Act. 3; p. 297, B, D–E; p. 301, Act. 2–3; p. 345, D–E; p. 347, Act. 1, 4; p. 350, QuickPass (WebQuest); p. 389, Act. 2</p> <p>TE: p. 33, B; p. 141, Teach; p. 197, C; p. 247, Comunicación; p. 345, D; p. 350, Glencoe Technology (WebQuest)</p> <p>Video Program: Chapter 1 Activities; Chapter 2 Activities; Chapter 3 Activities; Chapter 4 Activities; Chapter 5 Activities</p>
MLIV.CCC4B	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.	<p>SE: p. 13, Act. 3; p. 35, Composición; p. 117, Act. 4; p. 229, Act. 1; p. 345, E; p. 350, QuickPass (WebQuest); p. 367, QuickPass (WebQuest); p. 371, D; p. 389, Act. 2, Composición</p> <p>TE: p. 65, Comunicación; p. 113, Differentiation; p. 279, Comunidades; p. 327, Heritage Speakers; p. 350, Glencoe Technology (WebQuest); p. 369, Glencoe Technology (WebQuest)</p> <p>Video Program: Chapter 5 Activities</p>