



North Carolina Standards Correlated to Glencoe ¡Así se dice! Level 1 © 2009

	Competency and Objective Statements	Page Numbers
<b>Competency Goal 1</b>	<b>INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.</b>	
<b>1.01</b>	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	<b>SE:</b> 2, Act. 1; 4, Act. 1–3; 6, Speaking politely; 7, Act. 2; 16, Act. 1; 35, Act. 8; 135, Act. 6  <b>TE:</b> 5, Tips for Success, Differentiation; 105, Differentiation
<b>1.02</b>	Use basic words and short learned phrases during interactions orally and in writing.	<b>SE:</b> 2, Act. 2; 5, Act. 5; 10, Act. 1; 13, Act. 3; 14, Act. 3; 25, Act. 6, 9; 28, InfoGap; 29, Act. 5; 61, InfoGap, Act. 5; 65, Act. 6; 66, Act. 1; 69, Act. 8; 71, Act. 10–11; 72, Act. 13; 95, Act. 6–7; 99, Act. 4, 6; 102, Act. 3; 103, Act. 6; 106, Act. 10, InfoGap; 108, Act. 12, 15; 109, Act. 17; 134, InfoGap; 135, Act. 6; 138, Act. 5; 165, Act. 4; 176, InfoGap; 207, InfoGap; 241, InfoGap; 273, InfoGap; 312, InfoGap; 335, InfoGap; 339, Act. 6; 356, Act. 2–3; 369, InfoGap; 373, Act. 5; SR2–SR13, InfoGap  <b>TE:</b> 10, Differentiation; 15, InfoGap; 61, InfoGap; 107, InfoGap; 134, InfoGap; 176, InfoGap; 207, InfoGap; 241, InfoGap; 335, InfoGap; 362C, Chapter Project; 369, InfoGap

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>1.03</b>	Ask and answer questions about feelings using learned material orally and in writing.	<b>SE:</b> 205, Act. 5; 220, Act. 3 <b>TE:</b> 205, Comunicación
<b>1.04</b>	Share likes and dislikes, feelings and emotions with each other orally and in writing.	<b>SE:</b> 82, Act. 2; 118, Act. 1, 4; 171, Act. 4; 176, Act. 13–17; 186, Act. 1, 3; 210, Act. 18; 246, Act. 17; 256, Act. 2, 4; 273, Act. 7–8; 288, Act. 3; 322, Act. 2; 383, D <b>TE:</b> 164, Heritage Speakers
<b>1.05</b>	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	<b>SE:</b> 15, Act. 7; 29, Act. 5; 36, Act. 11; 37, Act. 13; 48, Act. 3; 67, Act. 2; 68, Act. 5–6; 72, Act. 13; 82, Act. 1, 4; 99, Act. 5; 102, Act. 5; 104, Act. 8; 109, Act. 16; 118, Act. 1–4; 131, Act. 5; 134, Act. 2; 135, Act. 6; 138, Act. 6; 139, Act. 7, 9; 141, Act. 11, 13; 142, Act. 15–16; 152, Act. 1–2, 4–5; 165, Act. 4; 169, Act. 7; 171, Act. 3; 174, Act. 11; 186, Act. 2, 4; 199, Act. 9–10; 209, Act. 15; 210, Act. 17; 220, Act. 1, 3; 233, Act. 4–5; 240, Act. 5; 241, Act. 7; 243, Act. 13; 245, Act. 14; 246, Act. 17, 19; 256, Act. 2–3, 5; 273, Act. 7–8; 275, Act. 3; 276, Act. 6; 288, Act. 1–2, 4; 301, Act. 7; 305, Act. 7; 307, Act. 5; 309, Act. 9; 310, Act. 11; 312, Act. 15; 322, Act. 1, 3–5; 339, Act. 4; 342, Act. 5; 344, Act. 7; 345, Act. 10; 356, Act. 1, 3, 5; 376, Act. 3; 379, Act. 11; 390, Act. 1, 3–4 <b>TE:</b> 99, Comunicación; 135, Comunicación; 141, Comunicación; 199, Comunicación; 237, Differentiation; 382, Teach

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>1.06</b>	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	<p><b>SE:</b> 2, Act. 2; 4, Act. 3; 5, Act. 5; 13, Act. 2; 15, Act. 7; 26, ¡Así se dice!; 37, Act. 14; 48, Act. 1; 63, ¡Así se dice!; 92, ¡Así se dice!; 136, ¡Así se dice!; 152, Act. 2; 167, ¡Así se dice!; 207, Act. 8; 220, Act. 6; 232, ¡Así se dice!; 234, ¡Así se dice!; 257, Writing Strategy; 270 ¡Así se dice!; 299, ¡Así se dice!; 303, ¡Así se dice!; 305, Act. 4; 307, Act. 2; 322, Act. 1, 3; 333, ¡Así se dice!; 336, ¡Así se dice!; 344, Act. 7; 345, Act. 10; 356, Act. 2; 371, ¡Así se dice!; 373, Act. 5</p> <p><b>TE:</b> 5, Tips for Success; 142, Comunicación; 333, Differentiation, Teaching Options; 336, Differentiation; 340, About the Spanish Language; 348, Teach, Differentiation; 362C, Chapter Project; 373, Comunicación; 382, Teach</p>
<b>Competency Goal 2</b>	<b>INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.</b>	
<b>2.01</b>	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	<p><b>SE:</b> 6, Act. 1; 139, Act. 8; 141, Act. 13; 245, Act. 16; 260, Act. 1; 305, Act. 5; 334, Act. 3; 338, Act. 2–3; 342, Act. 4; 369, Act. 4, 7; 372, Act. 3</p> <p><b>TE:</b> 141, Comunicación</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>2.02</b>	Demonstrate understanding of oral and written questions about familiar topics.	<p><b>SE:</b> 24, Act. 3; 25, Act. 7; 28, InfoGap, Act. 2; 29, Act. 4; 31, Act. 2; 33, Act. 4; 36, Act. 10, 12; 48, Act. 2; 60, Act. 2; 61, Act. 4, InfoGap; 65, Act. 4; 67, Act. 3; 71, Act. 9; 72, Act. 12; 81, Act. 3; 95, Act. 5; 98, Act. 2; 101, Act. 2; 102, Act. 5; 106, Act. 9, InfoGap; 108, Act. 14; 117, Act. 4; 130, Act. 3; 134, InfoGap; 135, Act. 4; 137, Act. 3; 141, Act. 10; 142, Act. 14; 150, Act. 2; 164, Act. 3; 168, Act. 3; 171, Act. 1; 173, Act. 6–7; 176, InfoGap; 198, Act. 1; 202, Act. 2; 204, Act. 2; 205, Act. 3; 206, Act. 7; 207, InfoGap; 208, Act. 10–11; 209, Act. 13; 210, Act. 16; 232, Act. 2; 233, Act. 6; 236, Act. 3; 237, Act. 5, InfoGap; 275, Act. 1–2; 278, Act. 10; 300, Act. 2, 4; 301, Act. 5; 304, Act. 2; 309, Act. 6; 311, Act. 12; 312, Act. 14, InfoGap; 334, Act. 2; 335, InfoGap, Act. 5; 338, Act. 1; 341, Act. 1–2; 342, Act. 6; 345, Act. 9; 368, Act. 2; 369, InfoGap; 372, Act. 2; 376, Act. 1; 377, Act. 4, 7; 379, Act. 8; SR2–SR13, InfoGap</p> <p><b>TE:</b> 61, InfoGap; 99, Differentiation; 107, InfoGap; 134, InfoGap; 176, InfoGap; 207, InfoGap; 241, InfoGap; 243, Act. 11; 335, InfoGap; 369, InfoGap</p>
<b>2.03</b>	Follow oral and written directions, commands, and requests.	<p><b>SE:</b> 380, Act. 12–13; 390, Act. 5;</p> <p><b>TE:</b> 23, TPR; 59, TPR; 97, TPR; 128, TPR; 133, TPR; 163, TPR; 167, TPR; 197, TPR; 200, TPR; 231, TPR; 234, TPR; 237, TPR; 266, TPR; 271, TPR; 299, TPR; 303, TPR; 332, TPR; 337, TPR; 366, TPR; 367, TPR; 371, TPR; 380, Differentiation</p>

	Competency and Objective Statements	Page Numbers
2.04	Identify key words or main idea(s) from oral or written passages.	<p><b>SE:</b> 16, Act. 2–3; 24, Act. 1; 25, Act. 8; 28, Act. 1; 36, Act. 9; 41, A–B; 43, A–B; 45, A–B; 60, Act. 1; 64, Act. 1; 75, A–C; 77, A–D; 79, ¿Comprendes?; 94, Act. 1; 98, Act. 1; 111, A–B; 113, A–B; 115, ¿Comprendes?; 130, Act. 1; 135, Act. 5; 137, Act. 1; 145, A–D; 147, A–D; 149, ¿Comprendes?; 164, Act. 1; 168, Act. 1; 169, Act. 5; 179, A, C; 181, A–C; 183, ¿Comprendes?; 202, Act. 1; 204, Act. 1; 207, Act. 9; 213, A–C; 215, A–D; 217, ¿Comprendes?; 219, Act. 6; 232, Act. 1, 3; 239, Act. 1; 243, Act. 10; 249, A, C; 251, A–C; 253, ¿Comprendes?; 268, Act. 1; 272, Act. 1; 276, Act. 4 Expansión; 281, A, C; 283, A–B; 285, ¿Comprendes?; 300, Act. 1; 304, Act. 1; 315, A; 317, A–D; 319, ¿Comprendes?; 334, Act. 1; 344, Act. 8; 349, A; 351, A–D; 353, ¿Comprendes?; 368, Act. 1; 372, Act. 1; 383, A, C; 385, A–D; 387, ¿Comprendes?; 401, A–D; 405, A–D; 409, A–B, F</p> <p><b>TE:</b> 42, Teach; 76, Teach; 78, Teach; 112, Teach; 114, Teach; 146, Teach; 147, Writing Development; 148, Teach; 180, Teach; 214, Teach; 250, Teach; 282, Teach; 316, Teach; 345, Comunicación; 350, Teach; 384, Teach; 399, Core Instruction; 403, Core Instruction; 407–408, Core Instruction</p>
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	<p><b>SE:</b> 5, Act. 4; 41, D; 75, D; 111, C; 181, D; 200, Video; 213, D; 215, E; 249, C; 251, C; 281, C–D; 315, C; 317, E; 349, C; 401, E; 409, D–E</p> <p><b>TE:</b> 27, Glencoe Technology; 61, Comunicación; 69, Glencoe Technology; 133, Glencoe Technology; 176, Comunicación; 179, Glencoe Technology; 201, Glencoe Technology; 235, Glencoe Technology</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>2.06</b>	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	<p><b>SE:</b> 40, Un alumno nuevo; 74, La hermana de Federico; 94, Act. 3; 110, Dos amigos; 144, Al teléfono; 178, ¿Quiénes juegan?; 212, Un alumno de Colombia; 248, Un día en la playa; 280, Anoche; 314, En una tienda de ropa; 348, En el aeropuerto; 382, De camping</p> <p><b>TE:</b> 27, Glencoe Technology; 35, Glencoe Technology; 62, Glencoe Technology; 96, Glencoe Technology; 106, Glencoe Technology; 132, Glencoe Technology; 133, Glencoe Technology; 166, Glencoe Technology; 179, Glencoe Technology; 199, Comunicación; 201, Glencoe Technology; 231, Glencoe Technology; 235, Glencoe Technology; 271, Glencoe Technology; 303, Glencoe Technology; 317, Glencoe Technology; 336, Glencoe Technology; 343, Glencoe Technology; 371, Glencoe Technology</p>
<b>Competency Goal 3</b>	<b>PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.</b>	

	Competency and Objective Statements	Page Numbers
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	<p><b>SE:</b> 11, Act. 2; 24, Act. 4; 25, Act. 5; 37, Act. 13; 48, Act. 4; 49, #2; 61, Act. 7; 65, Act. 7; 82, Act. 3; 83, #2; 119, #2; 137, Act. 4; 153, #2; 177, Act. 18; 186, Act. 5; 187, #2; 199, Act. 7, 9; 205, Act. 5; 221, #2; 237, Act. 6; 243, Act. 13; 256, Act. 1; 257, #2; 283, C; 289, #2; 323, #2; 339, Act. 7; 346, Act. 13; 356, Act. 4; 357, #2; 369, Act. 6; 379, Act. 11; 390, Act. 2; 391, #2</p> <p><b>TE:</b> 6, Differentiation; 18C, Chapter Project; 24, Comunicación; 29, Act. 4, Comunicación; 36, Differentiation; 38, Comunidades; 43, GeoVistas; 53, Heritage Speakers; 54C, Chapter Project; 61, Comunicación; 65, Comunicación; 72, Writing Development, Comunicación; 95, Comunicación; 115, Cultural Snapshot; 139, Writing Development, Comunicación; 142, Comunicación; 158C, Chapter Project; 176, Comunicación; 192C, Chapter Project; 199, Act. 7; 205, Comunicación; 246, Writing Development; 276, Comunicación; 294C, Chapter Project; 333, Differentiation; 335, Act. 6; 345, Comunicación; 362C, Chapter Project; 373, Comunicación</p>

	Competency and Objective Statements	Page Numbers
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	<p><b>SE:</b> 11, Conexiones; 173, Act. 9; 203, Act. 4, 6; 220, Act. 4; 301, Act. 7; 346, Act. 12</p> <p><b>TE:</b> 6, Differentiation; 15, Differentiation; 23, Differentiation; 36, Differentiation; 40, Teach; 41, Differentiation; 45, Differentiation; 66, Differentiation; 67, Differentiation; 74, Teach, Differentiation; 97, Differentiation; 101, Glencoe Technology; 124C, Chapter Project; 124D, Habla en verso; 133, Differentiation; 144, Differentiation; 152, Act. 2–3; 158C, Chapter Project; 167, Differentiation; 173, Differentiation; 174, Comunicación; 178, Differentiation; 197, Differentiation; 201, Differentiation; 212, Teach, Differentiation; 226C, Chapter Project; 232, Differentiation; 233, Comunicación; 267, Differentiation; 280, Differentiation; 288, Act. 4; 307, Differentiation; 314, Differentiation; 339, Comunicación; 344, Differentiation; 348, Teach, Differentiation; 362D, Los gauchos; 367, Differentiation; 375, Differentiation; 376, Act. 2; 382, Differentiation; 400, Differentiation</p>
3.03	Retell a story orally or in writing.	<p><b>SE:</b> 36, Act. 11 Expansión; 41, C; 61, Act. 4 Expansión; 94, Act. 3 Expansión; 135, Act. 4 Expansión; 164, Act. 3 Expansión; 174, Act. 10 Expansión; 179, B; 202, Act. 2 Expansión; 207, Act. 9 Expansión; 213, B; 232, Act. 2 Expansión; 236, Act. 3 Expansión; 239, Act. 2 Expansión, Act. 3 Expansión; 243, Act. 11 Expansión; 249, B; 268, Act. 2 Expansión; 275, Act. 1 Expansión; 281, B; 301, Act. 5 Expansión; 315, B; 334, Act. 2 Expansión; 341, Act. 1 Expansión; 344, Act. 8 Expansión; 349, B; 372, Act. 2. Expansión; 383, B</p> <p><b>TE:</b> 41, Writing Development; 42, Differentiation; 65, Comunicación; 77, Differentiation; 110, Differentiation; 179, Writing Development; 180, Writing Development; 215, Differentiation; 345, Comunicación; 349, Writing Development; 383, Writing Development; 385, Differentiation</p>

	Competency and Objective Statements	Page Numbers
<b>Competency Goal 4</b>	<b>CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.</b>	
<b>4.01</b>	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	<p><b>SE:</b> 2, Greeting people, Act. 1; 3, text, Act. 6; 4, Saying good-bye; 5, Para conversar; 7, Act. 2; 9, Finding out the price, Act. 5; 35, Act. 8; 163, ¡Así se dice!; 220, Act. 4</p> <p><b>TE:</b> 1, Spotlight on Culture; 40, Teach; 96, Teach; 101, Glencoe Technology; 105, Differentiation; 110, About the Spanish Language; 133, Differentiation; 163, ¡Así se dice!; 212, Teach, Differentiation; 226C, Chapter Project; 279, Refrán; 280, Differentiation; 307, Differentiation</p>
<b>4.02</b>	Learn and discuss patterns of behavior or interaction among the target cultures.	<p><b>SE:</b> 90, Introducción al tema; 146, La comida en otras partes; 147, D; 180, Los deportes de equipo; 181, A–B; 185, Act. 6; 322, Act. 5</p> <p><b>TE:</b> 181, Cultura</p>
<b>4.03</b>	Participate in activities and celebrations and discuss their impact on the culture.	<p><b>SE:</b> 288, Act. 1–2</p> <p><b>TE:</b> 18D, Los tejidos; 88D, Connection to Fine Art; 226D, Carnaval; 262C, Chapter Project; 267, Cultura; 294D, Yarn Paintings</p>
<b>4.04</b>	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	<p><b>SE:</b> SH44–SH63; 81, Act. 6</p> <p><b>TE:</b> 76, Teach; 78, GeoVistas; 104, GeoVistas; 112, Teach; 159, Cultural Snapshot; 180, Cultural Snapshot; 207, GeoVistas; 226D, Connection to Fine Art; 249, GeoVistas; 251, Cultural Snapshot; 310, GeoVistas; 328C, Chapter Project; 344, GeoVistas; 350, Differentiation; 353, Conexiones</p>

	Competency and Objective Statements	Page Numbers
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	<p><b>SE:</b> 44, Dos personajes importantes; 145, Conexiones; 182, Roberto Clemente; 183, ¿Comprendes?; 277, Cultura; 282, Un día de cultura latina; 283, B; 284, Domingo, día 18 de febrero; 399–400, El Cid; 401, E; 407, Introducción</p> <p><b>TE:</b> 18D, Connection to Fine Art; 43, GeoVistas; 54D, Connection to Fine Art; 115, Cultural Snapshot; 124D, Connection to Fine Art; 158D, Connection to Fine Art; 182, Cultura; 192D, Connection to Fine Art; 214, Conexiones; 226D, Connection to Fine Art; 262D, Connection to Fine Art; 294D, Connection to Fine Art; 328D, Connection to Fine Art; 362D, Los gauchos, Connection to Fine Art</p>
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	<p><b>SE:</b> 42, Amigos latinos en Estados Unidos; 76, Una familia ecuatoriana; 126, Introducción al tema; 148, Una merienda ¿Dónde?; 282, Un día de cultura latina</p> <p><b>TE:</b> 11, Cultura; 23, Cultural Snapshot; 54D, Recipe; 78, Cultura; 88D, Recipe; 106, Glencoe Technology; 179, Glencoe Technology; 192D, Campaña de salud; 226D, Carnaval; 262D, Maracas; 294D, Yarn Paintings</p>
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	<p><b>SE:</b> 12, Cultura; 164, Comunidades</p> <p><b>TE:</b> 11, Cultura; 56–57, Cultural Snapshot; 193, Spotlight on Culture; 271, Glencoe Technology</p>
<b>Competency Goal 5</b>	<b>COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</b>	

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.01</b>	Identify the sound patterns of the target language and compare them to his/her own language(s).	<p><b>SE:</b> 39, Pronunciación; 73, Pronunciación; 109, Pronunciación; 143, Pronunciación; 177, Pronunciación; 211, Pronunciación; 247, Pronunciación; 279, Pronunciación; 313, Pronunciación; 347, Pronunciación; 381, Pronunciación</p> <p><b>TE:</b> 7, Tips for Success; 27, ¡Ojo!; 39, Pronunciación; 73, Pronunciación; 109, Pronunciación; 143, Pronunciación; 177, Pronunciación; 211, Pronunciación; 247, Pronunciación; 279, Pronunciación; 313, Pronunciación; 347, Pronunciación; 381, Pronunciación</p>
<b>5.02</b>	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	<p><b>SE:</b> SH2–SH7; 30, Artículos y sustantivos; 31, Act. 1; 32, Adjetivos; 33, Act. 3, 5–6; 35, Grammar #3; 38, Act. 17; 72, Act. 14; 100, Comparaciones; 101, Act. 1; 103, Act. 7; 104, Act. 8; 140, Expresiones con el infinitivo; 141, Act. 12; 175, Los verbos interesar, aburrir, gustar; 209, Los pronombres me, te, nos, Act. 14; 210, Los pronombres le, les; 211, Act. 19; 278, Palabras afirmativas y negativas, Act. 9; 374, Verbos reflexivos, Conexiones; 377, Act. 5–6</p> <p><b>TE:</b> 30, Comparaciones; 35, Comparaciones; 37, Act. 14; 92, Differentiation; 129, About the Spanish Language; 270, Differentiation</p>
<b>5.03</b>	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	<p><b>SE:</b> 10, Cultura, Nota; 306, Comparaciones</p> <p><b>TE:</b> 59, About the Spanish Language; 307, Comparaciones</p>
<b>5.04</b>	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	<p><b>SE:</b> 30, Comparaciones; 95, Comparaciones; 107, Las contracciones al y del; 108, ¡Ojo!; 204, Ser y estar; 205, Act. 4, 6; 206, Ser y estar; 208, Act. 12; 308, Presente de saber y conocer; 309, Act. 7–8; 310, Act. 10; 379, Act. 9–10</p> <p><b>TE:</b> 13, Tips for Success; 39, Refrán; 73, Refrán; 95, Comparaciones; 143, Refrán; 201, About the Spanish Language; 303, About the Spanish Language; 347, Refrán</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.05</b>	Identify connections among languages by recognizing cognates and loan words.	<p><b>SE:</b> SH2–SH7; 2, Act. 3; 3, Act. 4; 7, Act. 3; 13, ¡Ojo!; 17, Juego; 27, ¡Ojo!; 51, Juego; 85, Juego; 112, Reading Strategy; 121, Juego; 155, Juego; 189, Juego; 197, ¿Lo sabes?; 198, Act. 3; 199, Act. 5; 223, Juego; 259, Juego; 291, Juego; 325, Juego; 359, Juego; 393, Juego; 402, Reading Tip</p> <p><b>TE:</b> 17, Juego; 29, Conexiones; 51, Juego; 85, Juego; 112, Teach, Comparaciones; 121, Juego; 155, Juego; 189, Juego; 223, Juego; 259, Juego; 291, Juego; 307, Cultural Snapshot; 325, Juego; 359, Juego; 393, Juego</p>
<b>5.06</b>	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	<p><b>SE:</b> 3, Act. 7; 12, Cultura; 20, Introducción al tema; 143, Cultura; 146, La comida en otras partes; 147, C–D; 148, Antes de leer; 151, Act. 7; 152, Act. 3; 153, Tarea; 316, Mercados indígenas; 323, Tarea; 364, Introducción al tema</p> <p><b>TE:</b> 2, Teach; 3, Comparaciones; 131, Conexiones; 285, Glencoe Technology; 295, Spotlight on Culture; 296–297, Cultural Snapshot; 363, Spotlight on Culture; 367, Heritage Speakers</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.07</b>	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	<p><b>SE:</b> SH44–SH65; 9, Cultura; 20, Introducción al tema; 41, GeoVistas; 43, GeoVistas; 56, Introducción al tema; 70, Comunidades; 78, Mascotas, Cultura; 90, Introducción al tema; 104, GeoVistas; 112, Escuelas aquí y en Latinoamérica; 113, A, C, Cultura; 117, Act. 8; 126, Introducción al tema; 135, GeoVistas; 141, Comparaciones; 147, GeoVistas; 160, Introducción al tema; 165, Act. 6; 169, Cultura; 173, GeoVistas; 180, Los deportes de equipo; 181, D, GeoVistas; 202, photo caption; 207, GeoVistas; 249, GeoVistas; 250, Un día en una playa de España; 256, Act. 3; 264, Introducción al tema; 282, Un día de cultura latina; 283, D; 284, Domingo, día 18 de febrero; 296, Introducción al tema; 310, GeoVistas; 316, Mercados indígenas; 318, De compras; 321, Act. 7; 330, Introducción al tema; 344, GeoVistas; 383, GeoVistas</p> <p><b>TE:</b> 9, Heritage Speakers; 20–21, Cultural Snapshot; 35, Glencoe Technology; 54D, Connection to Fine Art; 55, Spotlight on Culture; 56–57, Cultural Snapshot; 59, About the Spanish Language; 71, Heritage Speakers; 88D, Connection to Fine Art; 89, Spotlight on Culture; 90–91, Cultural Snapshot; 113, Cultura; 124C, Chapter Project; 125, Spotlight on Culture; 126–127, Cultural Snapshot; 159, Spotlight on Culture; 160–161, Cultural Snapshot; 181, Cultura; 194, Cultural Snapshot; 262D, Maracas; 264–265, Cultural Snapshot; 267, Cultura; 294D, Connection to Fine Art; 295, Spotlight on Culture; 296–297, Cultural Snapshot; 315, Glencoe Technology; 329, Spotlight on Culture; 330–331, Cultural Snapshot; 364–365, Cultural Snapshot</p>
<b>5.08</b>	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	<p><b>SE:</b> 285, Video</p> <p><b>TE:</b> 54D, Recipe; 226D, Carnaval; 262C, Chapter Project; 267, Cultura; 285, Glencoe Technology</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.09</b>	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	<b>SE:</b> 39, Refrán; 73, Refrán; 109, Refrán; 143, Refrán; 177, Refrán; 211, Refrán; 247, Refrán; 264, Introducción al tema; 279, Refrán; 313, Refrán; 347, Refrán; 381, Refrán; 384, Los mochileros; 386, El camping; 389, Act. 8  <b>TE:</b> 39, Refrán; 73, Refrán; 109, Refrán; 143, Refrán; 158D, Dominó; 177, Refrán; 181, Cultura; 187, Cultural Snapshot; 192D, Campaña de salud; 198, Cultural Snapshot; 227, Spotlight on Culture; 263, Spotlight on Culture; 264–265, Cultural Snapshot; 279, Refrán; 347, Refrán
<b>5.10</b>	Identify the mutual contributions of the target cultures and his/her own culture(s).	<b>SE:</b> 145, Conexiones  <b>TE:</b> 43, GeoVistas; 45, Conexiones; 145, Conexiones
<b>Competency Goal 6</b>	<b>CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.</b>	
<b>6.01</b>	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	<b>SE:</b> SH2–SH7; 9, Act. 6; 13, Cultura; 67, Act. 4; 95, Act. 8; 102, Conexiones; 134, Act. 3; 198, Act. 4; 237, Act. 7  <b>TE:</b> 45, Conexiones; 98, Conexiones; 328D, Un lugar misterioso
<b>6.02</b>	Transfer information acquired in the foreign language class for use in other disciplines.	<b>SE:</b> 11, Act. 4; 29, Conexiones; 44, Conexiones; 69, Conexiones; 79, Conexiones; 98, Conexiones; 131, Conexiones; 145, Conexiones; 168, Conexiones; 203, Conexiones; 252, Julio en Argentina; 255, Act. 7; 285, Conexiones; 305, Conexiones; 307, Act. 3–4; 350, El avión en la América del Sur; 351, B, D; 352, Un viaje interesante; 355, Act. 6–7; 356, Act. 5; 374, Conexiones; 376, Conexiones; 403–404, Iztaccíhuatl y Popocatépetl; 405, A  <b>TE:</b> 15, Differentiation; 18D, Connection to Fine Art; 69, Conexiones; 79, Conexiones; 145, Conexiones; 203, Conexiones; 214, Conexiones; 217, Conexiones; 328D, Un lugar misterioso; 353, Conexiones; 376, Conexiones

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>6.03</b>	Recognize and apply learning strategies and processes from other disciplines.	<p><b>SE:</b> 8, Act. 4; 15, Act. 5–6; 28, Act. 3; 34, Act. 7; 45, B; 49, #1; 60, Act. 3; 72, Act. 15; 83, Writing Strategy, #1; 102, Act. 4; 119, Writing Strategy; 131, Act. 4; 134, Act. 1; 145, C; 147, C; 153, Writing Strategy, #1; 165, Act. 6; 187, Writing Strategy, #1; 199, Act. 6, 9; 221, Writing Strategy, #1; 236, Act. 2; 257, Writing Strategy, #1; 289, Writing Strategy, #1; 304, Act. 3; 323, Writing Strategy, #1; 339, Act. 5; 357, Writing Strategy, #1; 369, Act. 7; 391, Writing Strategy; 409, C</p> <p><b>TE:</b> 38, Comunidades; 88C, Chapter Project; 146, Differentiation; 147, ¿Comprendes?; 231, Differentiation; 270, Differentiation; 273, Comunicación; 308, Differentiation; 313, Differentiation; 337, Differentiation; 349, C; 375, Differentiation; 383, B–C</p>
<b>6.04</b>	Develop learning strategies in the target language which can be used in other disciplines.	<p><b>SE:</b> SH2–SH7; 42, Reading Strategy; 76, Reading Strategy; 112, Reading Strategy; 146, Reading Strategy; 180, Reading Strategy; 214, Reading Strategy; 250, Reading Strategy; 282, Reading Strategy; 316, Reading Strategy; 350, Reading Strategy; 384, Reading Strategy</p> <p><b>TE:</b> 42, Teach; 76, Teach; 146, Teach; 180, Teach; 214, Teach; 250, Teach; 282, Teach; 316, Teach; 350, Teach; 384, Teach</p>
<b>Competency Goal 7</b>	<b>COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.</b>	
<b>7.01</b>	Perform and/or participate in a school or community celebration or competition.	<p><b>SE:</b> 284, Antes de leer</p> <p><b>TE:</b> 262C, Chapter Project</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>7.02</b>	Share knowledge of the target language and cultures with others.	<b>SE:</b> 147, C; 165, Act. 6; 301, Act. 7; 323, #2  <b>TE:</b> 22, Heritage Speakers; 43, Comunidades, GeoVistas; 129, Heritage Speakers; 133, Heritage Speakers; 138, Comunidades; 147, Heritage Speakers; 192C, Chapter Project; 294D, Connection to Fine Art; 353, Conexiones
<b>7.03</b>	Interact with people of other cultures in the target language about familiar topics.	<b>SE:</b> 43, Comunidades; 164, Comunidades; 236, Comunidades  <b>TE:</b> 42, Heritage Speakers; 43, Comunidades; 70, Comunidades; 138, Comunidades; 236, Comunidades; 262C, Chapter Project; 272, Comunidades
<b>7.04</b>	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	<b>SE:</b> 38, Comunidades; 138, Comunidades; 228, Introducción al tema  <b>TE:</b> 43, Comunidades; 138, Comunidades; 228–229, Cultural Snapshot; 250, Teach; 272, Comunidades
<b>7.05</b>	Identify occupations within the community and beyond that require proficiency in the target language.	<b>SE:</b> SH1; 210, Carreras; 236, Comunidades; 240, Carreras; 260, Act. 1  <b>TE:</b> 241, Carreras

	Competency and Objective Statements	Page Numbers
<p><b>7.06</b></p>	<p>View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.</p>	<p><b>SE:</b> 26, Video; 27, Video; 62, Video; 68, Video; 82, Act. 2; 96, Video; 101, Video; 106, Video; 132, Video; 133, Video; 166, Video; 179, Video; 201, Video; 231, Video; 234, Video; 235, Video; 270, Video; 271, Video; 285, Video; 302, Video; 315, Video; 317, Video; 336, Video; 343, Video; 370, Video; 371, Video</p> <p><b>TE:</b> 18D, Connection to Fine Art; 27, Glencoe Technology; 35, Glencoe Technology; 62, Glencoe Technology; 69, Glencoe Technology; 82, Learning from Realia; 96, Glencoe Technology; 101, Glencoe Technology; 106, Glencoe Technology; 132, Glencoe Technology; 133, Glencoe Technology; 158C, Chapter Project; 166, Glencoe Technology; 179, Glencoe Technology; 192D, Campaña de salud; 231, Glencoe Technology; 235, Glencoe Technology; 262D, Maracas; 271, Glencoe Technology; 285, Glencoe Technology; 294D, Connection to Fine Art; 303, Glencoe Technology; 315, Glencoe Technology; 317, Glencoe Technology; 336, Glencoe Technology; 343, Glencoe Technology; 371, Glencoe Technology</p>