



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

	Competency and Objective Statements	Page Numbers
Competency Goal 1	INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.	
1.01	Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.	SE: 2, Act. 1; 4, Act. 1–3; 5, Act. 5; 6, Speaking politely; 7, Act. 2–3; 35, Act. 8; 135, Act. 6 TE: 5, Tips for Success, Differentiation; 40, Teach; 105, Differentiation; 124C, Chapter Project

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1.02	Use basic words and short memorized phrases during interactions orally and in writing.	<p>SE: 2, Act. 2; 5, Act. 5; 7, Act. 2–3; 10, Act. 1; 11, Act. 2, 5; 14, Act. 3; 24, Act. 4; 25, Act. 5–6, 9; 28, InfoGap; 29, Act. 5; 36, Act. 11 Expansión; 37, Act. 15; 45, B; 48, Act. 1, 4; 61, Act. 4 Expansión, Act. 5–7, InfoGap; 65, Act. 4 Expansión, Act. 6; 66, Act. 1; 69, Act. 8; 71, Act. 10; 72, Act. 13; 95, Act. 7; 99, Act. 5–6; 102, Act. 3; 103, Act. 6; 106, Act. 10, InfoGap; 108, Act. 12, 15; 109, Act. 16–17; 118, Act. 4; 134, InfoGap; 135, Act. 6; 138, Act. 5–6; 139, Act. 9; 141, Act. 13; 142, Act. 15–16; 173, Act. 9; 174, Act. 10 Expansión, Act. 12; 176, InfoGap; 207, InfoGap; 208, Foldables; 209, Act. 15</p> <p>TE: 10, Differentiation; 15, Differentiation, InfoGap; 18D, Connection to Fine Art; 26, Quick Start, Tips for Success; 29, Act. 5; 38, Act. 16, Comunidades; 41, Writing Development; 61, InfoGap; 66, Teach; 72, Act. 13; 74, Differentiation; 77, D; 83, Differentiation; 103, Differentiation; 107, InfoGap; 134, InfoGap; 141, Comunicación; 176, InfoGap; 192C, Chapter Project; 205, Differentiation; 207, InfoGap</p>

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<p>1.03</p>	<p>Ask and answer questions using learned material orally and in writing.</p>	<p>SE: 9, Act. 5; 10, Act. 1; 13, Act. 2–3; 15, Act. 5–7, InfoGap; 16, Act. 1; 24, Act. 3; 25, Act. 7–8; 28, InfoGap, Act. 2; 29, Act. 4; 31, Act. 2; 33, Act. 4; 36, Act. 10, 12; 37, Act. 13–14; 41, A; 42, Reading Checks; 43, A, Comunidades; 47, Act. 7; 48, Act. 2–3; 53, Act. 4–5, 7; 60, Act. 2; 61, Act. 4, InfoGap; 65, Act. 4, 7; 67, Act. 3; 71, Act. 9, 11; 72, Act. 12, Foldables; 75, A, D; 76, Reading Checks; 81, Act. 3; 82, Act. 2, 4; 87, Act. 6; 95, Act. 5–6; 99, Act. 4; 101, Act. 2; 102, Act. 5, Act. 5 Expansión; 106, Act. 9, InfoGap; 108, Act. 14; 111, B; 112, Reading Checks; 114, Antes de leer; 117, Act. 4; 119, #1; 122, Act. 2–3; 123, Act. 7; 130, Act. 3; 134, InfoGap; 135, Act. 4–5; 137, Act. 3; 139, Act. 7; 141, Act. 10–11; 142, Act. 14; 145, A; 146, Reading Checks; 150, Act. 2; 151, Act. 7; 152, Act. 1; 156, Act. 2; 157, Act. 6; 159, Aquí y Allí; 164, Act. 3; 165, Act. 4; 168, Act. 3; 171, Act. 1, 4; 173, Act. 6–7; 174, Act. 11; 176, Act. 13, 15, InfoGap; 179, A, C; 180, Reading Checks; 181, B–D; 186, Act. 4; 190, Act. 2; 198, Act. 1; 202, Act. 2; 204, Act. 2; 205, Act. 3; 207, Act. 9, InfoGap; 208, Act. 10–11; 209, Act. 13; 210, Act. 16; 213, A, D; 214, Reading Checks; 215, C, E; 224, Act. 4; 225, Act. 7; 401, E; 405, C</p> <p>TE: 12, Teaching Options; 14, Teach; 15, InfoGap; 16, Teaching Options; 20–21, Cultural Snapshot; 22, Teach; 24, Heritage Speakers; 26, Teach, Tips for Success; 27, Differentiation; 37, Tips for Success; 38, Comunidades; 40, Quick Start; 44, Teach; 56–57, Cultural Snapshot; 58, Teach; 58–59, Differentiation; 61, Act. 4, InfoGap; 62, Teach; 64, Act. 2; 71, Heritage Speakers; 77, Differentiation; 78, Teach; 90–91, Cultural Snapshot; 92, Teach; 96, Teach; 99, Act. 4, 6; 105, Quick Start, Differentiation; 107, InfoGap; 110, Quick Start; 126–127, Cultural Snapshot; 128, Teach; 130, Act. 3; 132, Quick Start, Teach; 134, InfoGap; 136, Quick Start; 138, Act. 5–6; 148, Teach; 158D, Connection to Fine Art; 160–161, Cultural Snapshot; 162, Teach; 164, Heritage Speakers; 166, Teach; 168, Why It Works!; 175, Differentiation; 176, InfoGap; 179, Teaching Options; 180, Teach; 187, Cultural Snapshot; 195, Puerto Rico, Chile, España; 196, Teach; 200, Teach; 202, Teaching Options; 205, Comunicación; 207, Act. 9, InfoGap; 214, Teach; 398, Vocabulario; 399, Core Instruction; 402, Differentiation; 403, Core Instruction; 404, Tips for Success</p>
<p>1.04</p>	<p>Share likes and dislikes, feelings and emotions with each other orally and in writing.</p>	<p>SE: 118, Act. 1, 4; 131, Act. 5; 165, Act. 4; 176, Act. 13, 15–17; 177, Act. 18; 186, Act. 1–3; 205, Act. 5; 210, Act. 18; 220, Act. 2</p> <p>TE: 164, Heritage Speakers; 192D, Connection to Fine Art</p>

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1.05	Engage in conversation to exchange information about everyday topics.	SE: 2, Act. 2; 9, Act. 5; 13, Act. 3; 15, Act. 7; 37, Act. 13; 48, Act. 2–3; 68, Act. 5; 71, Act. 10; 72, Act. 13; 82, Act. 1, 4; 118, Act. 1–4; 119, #2; 135, Act. 6; 139, Act. 7, 9; 141, Act. 11, 13; 142, Act. 15–16; 152, Act. 1–2; 165, Act. 4; 171, Act. 3; 174, Act. 11; 176, Act. 16; 186, Act. 2; 199, Act. 9–10; 210, Act. 18; 220, Act. 1, 4 TE: 99, Act. 5; 144, Differentiation; 199, Act. 9; 202, Teaching Options; 213, A, D
1.06	Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.	SE: 2, Act. 2; 4, Act. 3; 5, Act. 5; 6, Act. 1; 7, Act. 2–3; 37, Act. 14; 47, Act. 7; 48, Act. 3; 118, Act. 4; 122, Act. 3; 152, Act. 2, 4–5; 165, Act. 4; 176, Act. 14; 191, Act. 4; 220, Act. 4 TE: 5, Tips for Success; 124C, Chapter Project
Competency Goal 2	INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.	
2.01	Follow oral and written directions, commands, and requests.	SE: 198, Act. 1; 199, Act. 6–9; 202, Act. 2 Expansión; 203, Act. 5; 205, Act. 4; 206, Act. 7; 207, Act. 8, Act. 9 Expansión; 208, Act. 10, 12; 209, Act. 15; 210, Act. 17; 213, B; 215, A–B; 217, B; 219, Act. 5; 220, Act. 1–4; 224, Act. 3; 225, Act. 6, 8; 402, Práctica TE: 23, TPR; 59, TPR; 97, TPR; 128, TPR; 133, TPR; 163, TPR; 167, TPR; 197, TPR; 200, TPR

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2.02	Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.	<p>SE: 6, Act. 1; 11, Act. 2; 14, Act. 1; 24, Act. 1–2; 25, Act. 8–9; 28, Act. 1; 29, Act. 5; 36, Act. 11; 39, Act. 18, Refrán; 41, B; 45, A; 46, Act. 1–2; 47, Act. 5, 8; 53, Act. 8; 60, Act. 1, 3; 61, Act. 6; 64, Act. 1; 72, Act. 15; 77, B–C; 80, Act. 1; 81, Act. 6; 86, Act. 1–2; 87, Act. 4; 94, Act. 1–2; 95, Act. 4; 98, Act. 1, 3; 99, Act. 6; 113, A–B; 116, Act. 2; 117, Act. 8; 122, Act. 1; 130, Act. 1; 131, Act. 4; 134, Act. 1–3; 135, Act. 5; 137, Act. 1; 147, C; 150, Act. 1; 151, Act. 5, 8; 164, Act. 1; 168, Act. 2; 169, Act. 5–7; 181, A; 183, ¿Comprendes?; 184, Act. 1–2; 185, Act. 6; 190, Act. 3; 191, Act. 7; 198, Act. 2; 199, Act. 8; 202, Act. 1, 3; 204, Act. 1; 205, Act. 4; 208, Act. 10; 211, Act. 19; 215, A; 217, A; 218, Act. 1–3; 219, Act. 4–5, 7; 220, Act. 1; 221, #1; 224, Act. 1, 3; 225, Act. 8; 398, Práctica; 401, A–C; 402, Práctica</p> <p>TE: 20–21, Cultural Snapshot; 24, Heritage Speakers; 26, Teach; 29, Conexiones; 30, Quick Start; 45, Differentiation; 56–57, Cultural Snapshot; 58, Quick Start; 62, Quick Start, Teach; 65, Heritage Speakers; 90–91, Cultural Snapshot; 92, Teach; 93, TPR; 126–127, Cultural Snapshot; 144, Quick Start; 146, Teach; 160–161, Cultural Snapshot; 169, Act. 5; 176, Comunicación; 195, Puerto Rico, Chile, España; 196, Teach; 200, TPR; 201, Differentiation; 403, Core Instruction</p>
2.03	Identify key words and main idea(s) from simple oral and written passages.	<p>SE: 36, Act. 9, Act. 11 Expansión; 41, C; 43, C; 61, Act. 4 Expansión; 65, Act. 4 Expansión; 67, Act. 2 Expansión; 75, C; 77, D; 94, Act. 3 Expansión; 113, C; 135, Act. 4 Expansión; 145, C–D; 147, B, D; 164, Act. 3 Expansión; 174, Act. 10 Expansión; 179, B; 202, Act. 2 Expansión; 207, Act. 9 Expansión; 213, B–C; 401, D–E; 405, B–D</p> <p>TE: 42, Teach, Differentiation; 61, Act. 4; 65, Heritage Speakers; 77, Differentiation; 110, Differentiation; 147, Writing Development; 180, Writing Development; 182, Differentiation; 213, A; 215, Differentiation; 398, Teaching Options; 399, Core Instruction; 402, Teaching Options; 403, Core Instruction</p>

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2.04	Demonstrate understanding of oral and written questions about familiar topics.	<p>SE: 10, Act. 1; 15, Act. 5–6, InfoGap; 16, Act. 1, 3; 24, Act. 3; 25, Act. 7; 28, InfoGap, Act. 2; 29, Act. 4; 33, Act. 4; 36, Act. 10, 12; 37, Act. 13; 41, A; 42, Reading Checks; 43, A, Comunidades; 45, A; 46, Act. 3; 48, Act. 2; 53, Act. 4–5, 7; 60, Act. 2; 61, InfoGap; 65, Act. 4; 67, Act. 3; 71, Act. 9; 72, Act. 12; 81, Act. 3; 87, Act. 6; 95, Act. 5–6; 98, Act. 2; 101, Act. 2; 102, Act. 5; 106, Act. 9, InfoGap; 108, Act. 14; 111, B; 114, Antes de leer; 115, ¿Comprendes?; 117, Act. 4; 122, Act. 2–3; 130, Act. 3; 131, Conexiones; 134, InfoGap; 135, Act. 4; 137, Act. 3; 139, Act. 7; 141, Act. 10–11; 142, Act. 14; 145, A; 147, A, D; 149, ¿Comprendes?; 150, Act. 2; 151, Act. 7; 156, Act. 2; 157, Act. 6; 159, Aquí y Allí; 164, Act. 3; 168, Act. 3; 171, Act. 1, 4; 173, Act. 6–7; 174, Act. 11; 176, Act. 13, 15, InfoGap; 181, D; 190, Act. 2; 198, Act. 1; 202, Act. 2; 204, Act. 2; 205, Act. 3; 206, Act. 7; 207, Act. 9, InfoGap; 208, Act. 10–11; 209, Act. 13; 210, Act. 16; 213, D; 219, Act. 5; 224, Act. 4; 225, Act. 7</p> <p>TE: 15, InfoGap; 20–21, Cultural Snapshot; 22, Teach; 26, Teach; 27, Differentiation; 40, Quick Start; 44, Teach; 56–57, Cultural Snapshot; 58, Teach; 58–59, Differentiation; 61, Act. 4, InfoGap; 62, Teach; 64, Act. 2; 71, Heritage Speakers; 78, Teach; 90–91, Cultural Snapshot; 92, Teach; 96, Teach; 99, Act. 4, Differentiation; 105, Quick Start; 107, InfoGap; 110, Quick Start; 112, Teach; 126–127, Cultural Snapshot; 128, Teach; 132, Quick Start, Teach; 134, InfoGap; 136, Quick Start; 146, Teach; 148, Teach; 160–161, Cultural Snapshot; 162, Teach; 166, Teach; 168, Why It Works!; 175, Differentiation; 176, InfoGap; 180, Teach; 195, Puerto Rico, Chile, España; 196, Teach; 200, Teach; 205, Comunicación; 207, Act. 9, InfoGap; 214, Teach; 398, Vocabulario</p>

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2.05	Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.	<p>SE: 5, Act. 4; 16, Act. 3; 29, Act. 7; 36, Act. 9; 42, Reading Checks; 43, A–B; 45, A–B; 47, Act. 8; 52, Act. 1; 67, Act. 4; 75, A–B, D; 76, Reading Checks; 77, A–B; 79, ¿Comprendes?; 111, A–C; 112, Reading Checks; 113, A; 115, ¿Comprendes?; 145, B; 146, Reading Checks; 147, A; 149, ¿Comprendes?; 179, A, C; 180, Reading Checks; 181, A–C; 183, ¿Comprendes?; 200, Video; 207, Act. 9; 213, A, C–D; 214, Reading Checks; 215, A–E; 217, A–B; 219, Act. 6–7; 401, A–E; 405, A–C</p> <p>TE: 27, Glencoe Technology; 38, Act. 16; 44, Teach, Teaching Options; 61, Comunicación; 69, Glencoe Technology; 72, Act. 13; 78, Teach; 112, Teach; 133, Glencoe Technology; 144, Differentiation; 146, Teach; 148, Teach; 179, Glencoe Technology; 180, Teach; 201, Glencoe Technology; 214, Teach; 399, Core Instruction; 400, Differentiation; 403, Core Instruction; 404, Tips for Success</p>
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	<p>SE: 15, InfoGap; 28, InfoGap; 40, Un alumno nuevo; 61, InfoGap; 65, Act. 4–5; 74, La hermana de Federico; 94, Act. 1, 3; 106, InfoGap; 110, Dos amigos; 130, Act. 1; 134, InfoGap; 144, Al teléfono; 150, Act. 3; 156, Act. 1; 168, Act. 1; 176, InfoGap; 178, ¿Quiénes juegan?; 190, Act. 1; 207, InfoGap; 212, Un alumno de Colombia; 225, Act. 7</p> <p>TE: 15, InfoGap; 20–21, Cultural Snapshot; 27, Glencoe Technology; 35, Glencoe Technology; 56–57, Cultural Snapshot; 61, InfoGap; 62, Teach, Glencoe Technology; 64, Act. 2; 90–91, Cultural Snapshot; 92, Teach; 96, Glencoe Technology; 106, Glencoe Technology; 107, InfoGap; 126–127, Cultural Snapshot; 132, Teach, Glencoe Technology; 133, Glencoe Technology; 134, InfoGap; 160–161, Cultural Snapshot; 166, Teach, Glencoe Technology; 176, InfoGap; 179, Glencoe Technology; 187, Cultural Snapshot; 201, Glencoe Technology; 207, InfoGap</p>
Competency Goal 3	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.	

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3.01	Name and describe orally people, places, and things using everyday words and phrases.	<p>SE: 14, Act. 1–2; 15, Act. 4–5; 24, Act. 3–4; 25, Act. 5, 7; 29, Act. 5; 34, Act. 7; 37, Act. 13; 48, Act. 1, 4; 49, Tarea; 61, Act. 7; 65, Act. 7; 68, Act. 6; 72, Foldables; 75, C; 82, Act. 2–4; 83, #2; 118, Act. 2; 119, #2; 123, Act. 4; 157, Act. 4, 7; 164, Act. 2; 169, Act. 7; 186, Act. 4–5; 187, Tarea; 191, Act. 5; 199, Act. 7; 215, B, D; 219, Act. 6; 220, Act. 3–4; 221, Tarea, #2; 401, D; 405, B</p> <p>TE: 18C, Chapter Project; 18D, Connection to Fine Art; 24, Heritage Speakers; 26, Quick Start; 28, Act. 2; 29, Act. 4–5; 36, Differentiation; 49, Differentiation; 53, Heritage Speakers; 54C, Chapter Project; 65, Heritage Speakers; 72, Writing Development; 87, Cultural Snapshot; 93, Tips for Success; 134, Act. 1, 3; 158C, Chapter Project; 158D, Connection to Fine Art; 167, Differentiation; 174, Act. 12; 194, Estados Unidos; 206, Quick Start, Differentiation</p>
3.02	Write familiar words, phrases, and sentences in context.	<p>SE: 6, Act. 1; 24, Act. 4; 29, Act. 7; 36, Act. 9; 39, Act. 18; 43, C; 45, B; 46, Act. 2; 52, Act. 2; 65, Act. 5; 66, Act. 1; 68, Act. 6; 83, Tarea; 109, Act. 16; 113, B; 130, Foldables; 137, Act. 4; 139, Act. 9; 150, Act. 1, 3; 153, #2; 157, Act. 4; 169, Act. 6; 184, Act. 1; 187, #1–#2; 199, Act. 6, 8; 202, Act. 3; 203, Act. 6; 205, Act. 4; 218, Act. 3; 225, Act. 5; 398, Práctica</p> <p>TE: 18C, Chapter Project; 26, Quick Start; 36, Differentiation; 38, Comunidades; 40, Teach; 41, Writing Development; 42, Differentiation; 54C, Chapter Project; 58, Quick Start; 62, Quick Start; 66, Quick Start; 72, Writing Development; 88C, Chapter Project; 124C, Chapter Project; 133, Differentiation; 139, Writing Development; 144, Quick Start; 147, Writing Development; 158C, Chapter Project; 169, Act. 5; 174, Comunicación; 179, Writing Development; 180, Writing Development; 198, Act. 3, 5; 398, Vocabulario; 402, Differentiation</p>
3.03	Give simple directions and commands orally and in writing.	SE: 6, Act. 1; 7, Act. 2–3
3.04	Present memorized materials such as poetry, songs, rhymes, and skits.	<p>SE: 11, Conexiones; 177, Act. 18; 203, Act. 6</p> <p>TE: 6, Differentiation; 124D, Habla en verso; 144, Differentiation; 152, Act. 2–3; 158C, Chapter Project; 178, Differentiation; 212, Differentiation</p>

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Competency Goal 4	CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	
4.01	Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.	SE: 2, Greeting people, Act. 1; 3, text below Act. 5; 5, Para conversar; 35, Act. 8 TE: 1, Spotlight on Culture; 5, Tips for Success; 40, Teach; 41, Differentiation; 67, Differentiation; 96, Teach; 101, Glencoe Technology; 163, ¡Así se dice!; 212, Teach, Differentiation
4.02	Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.	SE: 2, Act. 1–2; 3, Act. 5–6; 4, Saying good-bye, Act. 1–3; 5, Para conversar, Act. 4; 16, Act. 1; 26, ¡Así se dice!; 35, Act. 8; 53, Act. 5; 67, Act. 3; 68, Act. 6; 141, Act. 13; 142, Act. 15–16; 152, Act. 4–5; 163, ¡Así se dice!; 167, ¡Así se dice! 220, Act. 4 TE: 3, Comparaciones; 5, Differentiation; 67, Differentiation; 105, Differentiation; 110, About the Spanish Language; 175, Differentiation; 210, Quick Start
4.03	Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.	SE: TE: 18D, Los tejidos; 88D, Connection to Fine Art; 124C, Chapter Project
4.04	Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.	SE: SH44–SH65, GeoVista; 81, Act. 6 TE: 11, Cultura; 16, Cultural Snapshot; 44, Teach; 76, Teach; 78, GeoVistas; 104, GeoVistas; 112, Teach; 135, Cultural Snapshot; 159, Cultural Snapshot; 180, Cultural Snapshot; 188, Cultural Snapshot; 207, GeoVistas
4.05	Identify important people and products of the target cultures.	SE: 182, Roberto Clemente; 214, El Periquillo Sarniento; 216, Lazarillo de Tormes; 217, Cultura; 399, Introducción; 399–400, El Cid; 403, Introducción TE: 11, Cultura; 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; 160, Present; 192D, Connection to Fine Art; 214, Conexiones; 403, Cultural Snapshot

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4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	<p>SE: 42, Amigos latinos en Estados Unidos; 76, Una familia ecuatoriana; 78, Mascotas; 112, Escuelas aquí y en Latinoamérica; 113, Cultura; 114, ¿Quiénes trabajan?; 126, Introducción al tema; 143, Cultura; 146, La comida en otras partes; 148, Una merienda ¿Dónde?; 169, Cultura; 180, Los deportes de equipo; 195, España (B); 206, Cultura</p> <p>TE: 11, Cultura; 18D, Connection to Fine Art; 23, Cultural Snapshot; 54D, Recipe; 78, Cultura; 84, Cultural Snapshot; 88D, Recipe, Connection to Fine Art; 95, Cultural Snapshot; 106, Glencoe Technology; 113, Cultura; 124D, Habla en verso; 125, Cultural Snapshot; 160, Present; 179, Glencoe Technology; 192D, Campaña de salud; 198, Cultural Snapshot; 206, Cultural Snapshot; 222, Cultural Snapshot</p>
4.07	Identify commonly held positive and negative generalizations about the culture(s) studied.	<p>SE: 12, Cultura; 55, Aquí y Allí; 164, Comunidades</p> <p>TE: 164, Heritage Speakers; 193, Spotlight on Culture</p>
Competency Goal 5	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.	
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	<p>SE: 33, Act. 3; 39, Pronunciación; 73, Pronunciación; 109, Pronunciación; 143, Pronunciación; 177, Pronunciación; 211, Pronunciación</p> <p>TE: 7, Tips for Success; 27, ¡Ojo!; 32, Teach; 39, Pronunciación; 73, Pronunciación; 109, Pronunciación; 143, Pronunciación; 177, Pronunciación; 211, Pronunciación</p>
5.02	Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).	<p>SE: SH2–SH7, Reading and Succeeding; 30, Artículos y sustantivos; 31, Act. 1; 32, Adjetivos; 33, Act. 5–6; 35, El verbo ser #3; 38, Act. 16–17; 47, Act. 5–6; 60, Nota; 67, Act. 4; 71, Act. 11; 72, Act. 13–14; 100, Comparaciones; 101, Act. 1; 103, Act. 7; 104, Act. 8; 106, Act. 11; 117, Act. 5; 139, Act. 8; 141, Act. 12; 175, Los verbos interesar, aburrir, gustar; 205, Act. 6; 208, Foldables; 209, Los pronombres me, te, nos, Act. 14; 210, Los pronombres le, les, Act. 17; 211, Act. 19; 224, Act. 3</p> <p>TE: 30, Comparaciones; 35, Comparaciones; 37, Act. 14; 44, Tips for Success; 59, About the Spanish Language; 66, Quick Start; 92, Differentiation; 200, Quick Start</p>

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5.03	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).	SE: 10, Cultura, Nota; 107, Las contracciones al y del TE: 88C, Chapter Project; 137, About the Spanish Language
5.04	Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.	SE: 30, Comparaciones; 53, Act. 5; 60, Nota; 63, ¡Así se dice!; 95, Comparaciones; 108, ¡Ojo!; 109, Refrán; 143, Refrán; 204, Ser y estar; 205, Act. 6; 206, Ser y estar; 208, Act. 12 TE: 3, Comparaciones; 13, Tips for Success; 39, Refrán; 59, About the Spanish Language; 66, Tips for Success; 73, Refrán; 95, Comparaciones; 109, Refrán; 143, Refrán; 175, Why It Works!; 201, About the Spanish Language
5.05	Identify connections among languages by recognizing cognates and loan words.	SE: SH2–SH7, Reading and Succeeding; 2, Act. 3; 3, Act. 4; 7, Act. 3; 13, ¡Ojo!; 17, Juego; 27, ¡Ojo!; 51, Juego; 85, Juego; 112, Reading Strategy, Antes de leer, Durante la lectura; 121, Juego; 155, Juego; 189, Juego; 197, ¿Lo sabes?; 198, Act. 3; 199, Act. 5; 223, Juego; 402, Reading Tip TE: 17, Juego; 29, Conexiones; 51, Juego; 85, Juego; 112, Teach, Comparaciones; 121, Juego; 124C, Chapter Project; 131, Conexiones; 155, Juego; 189, Juego; 223, Juego
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.	SE: 3, Act. 7; 12, Cultura; 55, Aquí y Allí; 90, Introducción al tema; 143, Cultura; 146, La comida en otras partes; 147, C–D; 148, Antes de leer; 152, Act. 3; 153, Tarea TE: 2, Teach; 3, Comparaciones; 124D, Connection to Fine Art
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target culture and his/her own culture(s).	SE: SH44–SH65, GeoVista; 9, Cultura; 20, Introducción al tema; 56, Introducción al tema; 70, Comunidades; 78, Antes de leer; 90, Introducción al tema; 113, A, C; 125, Aquí y Allí; 126, Introducción al tema; 137, Cultura; 141, Comparaciones; 160, Introducción al tema; 165, Act. 6; 202, Cultura TE: 9, Heritage Speakers; 35, Glencoe Technology; 54D, Connection to Fine Art; 71, Heritage Speakers; 91, Perú; 164, Differentiation; 181, Cultura; 192D, Campaña de salud; 195, Puerto Rico; 196, Cultural Snapshot

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5.08	Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.	SE: 168, Conexiones TE: 11, Cultura; 18D, Connection to Fine Art; 54D, Recipe; 222, Cultural Snapshot
5.09	Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.	SE: 30, Comparaciones; 39, Refrán; 55, Aquí y Allí; 73, Refrán; 109, Refrán; 114, ¿Quiénes trabajan?; 143, Refrán; 159, Aquí y Allí; 177, Refrán; 181, D; 211, Refrán TE: 39, Refrán; 45, Conexiones; 73, Refrán; 88D, Connection to Fine Art; 109, Refrán; 114, Teach; 143, Refrán; 158D, Dominó; 177, Refrán; 181, Cultura; 187, Cultural Snapshot; 192D, Campaña de salud; 198, Cultural Snapshot
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s).	SE: 145, Conexiones TE: 43, GeoVistas; 45, Conexiones; 145, Conexiones
Competency Goal 6	CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	SE: SH2–SH7, Reading and Succeeding; 9, Act. 6; 11, Conexiones; 13, Cultura; 81, Act. 6; 102, Conexiones; 131, Act. 4; 134, Act. 3; 198, Act. 3; 199, Act. 5; 225, Act. 6 TE: 15, Differentiation; 18D, Los tejidos, Connection to Fine Art; 36, Differentiation; 45, Conexiones; 66, Differentiation; 69, Conexiones; 79, Conexiones; 98, Conexiones; 124D, Connection to Fine Art; 154, Cultural Snapshot; 217, Conexiones; 398, Vocabulario
6.02	Share information about topics from other disciplines in the target language.	SE: 131, Conexiones; 145, Conexiones; 168, Act. 3; 405, A–B TE: 11, Cultura; 45, Conexiones; 145, Conexiones; 203, Conexiones; 217, Conexiones

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6.03	Recognize and apply learning strategies and processes from other disciplines.	SE: 8, Act. 1, 4; 11, Conexiones; 28, Act. 3; 34, Act. 7; 41, D; 49, Writing Strategy, #1; 60, Act. 3; 72, Act. 15; 83, #1; 102, Act. 4; 119, Writing Strategy; 123, Act. 8; 134, Act. 1; 145, C; 147, C; 153, Writing Strategy, #1; 165, Act. 6; 169, Act. 4; 180, Reading Strategy; 181, D; 187, Writing Strategy; 199, Act. 9; 214, Reading Strategy; 221, Writing Strategy, #1 TE: 38, Comunidades; 41, C–D; 88C, Chapter Project; 146, Differentiation; 147, D
6.04	Develop learning strategies in the target language which can be used in other disciplines.	SE: SH2–SH7, Reading and Succeeding; 42, Reading Strategy; 49, #1; 76, Reading Strategy; 83, Writing Strategy; 112, Reading Strategy; 146, Reading Strategy; 180, Reading Strategy TE: 42, Teach; 76, Teach; 80, Differentiation; 116, Differentiation; 146, Teach; 150, Differentiation; 212, Differentiation; 218, Differentiation
Competency Goal 7	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.	
7.01	Perform and/or participate in a school or community celebration or competition.	SE: TE:
7.02	Share knowledge of the target language and cultures with others.	SE: 147, C; 165, Act. 6 TE: 11, Cultura; 18D, Connection to Fine Art; 22, Heritage Speakers; 42, Heritage Speakers; 43, Comunidades, GeoVistas; 110, Heritage Speakers; 129, Heritage Speakers; 133, Heritage Speakers; 138, Comunidades; 147, Heritage Speakers; 192C, Chapter Project
7.03	Interact with people of other cultures in the target language about familiar topics.	SE: 43, Comunidades; 63, En otras partes TE: 42, Heritage Speakers; 43, Comunidades; 70, Comunidades; 138, Comunidades

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7.04	Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.	SE: 106, Video; 179, Video TE: 43, Comunidades; 138, Comunidades; 179, Glencoe Technology
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	SE: SH1, Why Learn Spanish?; 210, Carreras
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	SE: 11, Conexiones; 26, Video; 27, Video; 44, Dos personajes importantes; 62, Video; 68, Video; 82, Act. 2; 96, Video; 101, Video; 106, Video; 132, Video; 133, Video; 166, Video; 179, Video; 201, Video TE: 18D, Connection to Fine Art; 27, Glencoe Technology; 32, Learning from Realia; 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; 135, Learning from Realia; 143, Learning from Realia; 158C, Chapter Project; 166, Glencoe Technology; 179, Glencoe Technology; 192D, Campaña de salud