



North Carolina Standards Correlated to Glencoe ¡Así se dice! Level 1B © 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	Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.	<p>SE: R19, Act. 9; 207, InfoGap; 220, Act. 1, 3–4; 241, InfoGap; 243, Act. 13; 245, Act. 14; 256, Act. 5; 273, Act. 8, InfoGap; 276, Act. 6, Foldables; 288, Act. 1–2, 4; 307, Act. 5; 309, Act. 9; 312, InfoGap; 322, Act. 4–5; 335, InfoGap; 342, Act. 5; 356, Act. 1, 5; 369, Act. 6, InfoGap; 379, Act. 11; 390, Act. 3; 391, #2; 395, Act. 7</p> <p>TE: 207, InfoGap; 232, Differentiation; 235, Differentiation; 241, InfoGap; 274, Quick Start; 308, Differentiation; 335, InfoGap; 352, Differentiation; 367, Heritage Speakers; 369, InfoGap</p>

	Competency and Objective Statements	Page Numbers
1.02	Exchange information by asking and answering questions orally and in writing.	<p>SE: R3, Act. 2; R6, Act. 1, 3; R8, Act. 8; R9, Act. 10, 12–13; R13, Act. 2; R16, Act. 1, 3; R18, Act. 6; R23, Act. 1, 3; R26, Act. 1, 4; R27, Act. 6–7; 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; 232, Act. 2; 233, Act. 5–6; 236, Act. 3; 237, Act. 5; 239, Act. 2; 240, Act. 4; 241, InfoGap; 243, Act. 11, 13; 245, Act. 15; 249, A, C; 250, Reading Checks; 251, A; 254, Act. 3; 255, Act. 6; 260, Act. 2; 263, Aquí y Allí; 268, Act. 2; 269, Act. 4; 272, Act. 3; 273, Act. 5, InfoGap; 275, Act. 1–2; 278, Act. 10; 281, A; 282, Reading Checks; 283, A–B; 284, Antes de leer; 285, Conexiones; 288, Act. 2, 4; 293, Act. 7; 300, Act. 2, 4; 304, Act. 2; 309, Act. 6; 311, Act. 12; 312, Act. 14, InfoGap; 315, A, C; 316, Reading Checks; 317, A; 320, Act. 3; 321, Act. 7; 334, Act. 2; 335, Act. 5, InfoGap; 338, Act. 1; 339, Act. 6; 341, Act. 1–2; 342, Act. 5–6; 344, Act. 8; 345, Act. 9; 349, A; 350, Reading Checks; 351, A, C; 352, Reading Check; 355, Act. 3; 356, Act. 2–3, 5; 360, Act. 4; 361, Act. 8; 363, Aquí y Allí; 368, Act. 2; 369, InfoGap; 372, Act. 2; 376, Act. 1; 377, Act. 4, 7; 379, Act. 8; 383, D; 384, Reading Checks; 385, A; 386, Antes de leer; 388, Act. 3; 389, Act. 8; 390, Act. 4; 405, A, C; 406, A; 409, A</p> <p>TE: R1, Cultural Snapshot; R2, Teach; R5, Teaching Options; R6, Quick Start; R7, Teaching Options; R9, Quick Start, Act. 12, Cultural Snapshot; R12, Teach; R22, Teach, Teaching Options; R25, Quick Start; 195, Puerto Rico, Chile, España; 196, Teach, Cultural Snapshot; 200, Teach; 202, Teaching Options; 205, Comunicación; 207, Act. 9, InfoGap; 214, Teach; 228–229, Cultural Snapshot; 230, Teach; 234, Teach; 236, Comunidades; 241, InfoGap; 244, Quick Start; 249, GeoVistas; 258, Differentiation; 261, Differentiation; 264–265, Cultural Snapshot; 266, Teach; 274, Quick Start; 277, Teach; 278, Teach; 296–297, Cultural Snapshot; 298, Teach; 306, Quick Start; 308, Quick Start; 318, Teach; 330, Present; 330–331, Cultural Snapshot; 332, Teach; 335, InfoGap; 336, Teach; 342, Differentiation; 343, Quick Start; 345, Act. 10; 350, Teach; 364–365, Cultural Snapshot; 366, Teach; 369, InfoGap; 370, Teach; 377, Teaching Options; 385, Differentiation; 387, Cultural Snapshot; 395, Differentiation; 399, Core Instruction; 402, Differentiation; 403, Core Instruction; 404, Tips for Success; 408, Section 3</p>
1.03	Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.	<p>SE: R26, Act. 4; 205, Act. 5; 209, Act. 15; 210, Act. 18; 220, Act. 2; 256, Act. 1–2, 4; 257, #2; 273, Act. 5, 8; 288, Act. 3; 292, Act. 4; 300, Act. 4; 317, D; 322, Act. 2; 383, D; 386, Antes de leer</p> <p>TE: R23, Act. 3; R27, Act. 6; 205, Differentiation; 264, Argentina; 280, Quick Start; 330, Present; 350, Teach</p>

	Competency and Objective Statements	Page Numbers
1.04	Engage in conversation about everyday topics.	SE: R7, Act. 7; R19, Act. 9; 199, Act. 9–10; 210, Act. 18; 220, Act. 1; 246, Act. 17, 19; 256, Act. 2; 273, Act. 8; 276, Act. 6; 288, Act. 1, 3; 301, Act. 7; 305, Act. 7; 322, Act. 2; 339, Act. 4; 345, Act. 10; 379, Act. 11; 380, Foldables; 390, Act. 1, 3–4 TE: 199, Act. 9; 202, Teaching Options; 213, A, D; 226C, Chapter Project
1.05	Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.	SE: R8, Act. 8; R19, Act. 9; 220, Act. 4; 233, Act. 4; 243, Act. 13; 254, Act. 2; 270, ¡Así se dice!; 288, Act. 4; 322, Act. 1, 3; 339, Act. 6; 345, Act. 10; 356, Act. 2–3; 373, Act. 5 TE: 226C, Chapter Project; 307, Differentiation; 333, Teaching Options; 348, Teach, Differentiation; 362C, Chapter Project; 373, Comunicación
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	Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.	SE: R3, Act. 3–4; R5, A; R9, Act. 11; R13, Act. 3; R14, ¿Comprendes?; R17, Act. 5; R23, Act. 2, 4; R24, ¿Comprendes?; 198, Act. 2; 199, Act. 8; 202, Act. 1, 3; 204, Act. 1; 205, Act. 4; 207, Act. 9; 208, Act. 10; 213, A, C–D; 217, A; 218, Act. 1–3; 219, Act. 4–5, 7; 224, Act. 1; 225, Act. 5, 8; 232, Act. 1, 3; 239, Act. 1; 243, Act. 10; 245, Act. 16; 246, Act. 18; 249, A; 253, ¿Comprendes?; 255, Act. 7; 260, Act. 1; 268, Act. 1; 269, Act. 5; 272, Act. 1–2; 278, Act. 9; 281, A; 286, Act. 2; 287, Act. 4–5; 292, Act. 1; 300, Act. 1; 304, Act. 1; 305, Act. 4–5; 309, Act. 8–9; 310, Act. 10–11; 315, A; 317, B; 320, Act. 1; 321, Act. 4; 326, Act. 1; 327, Act. 4, 7; 334, Act. 1, 3; 335, Act. 4; 338, Act. 2–3; 339, Act. 5; 344, Act. 8; 349, A; 353, ¿Comprendes?; 354, Act. 1; 355, Act. 6; 360, Act. 1–2; 361, Act. 6, 8; 368, Act. 1; 369, Act. 4–5, 7; 372, Act. 1, 3; 379, Act. 9; 380, Act. 12; 383, A; 387, ¿Comprendes?; 388, Act. 1–2; 389, Act. 6; 394, Act. 1, 3; 395, Act. 5–6; 398, Práctica; 401, B–C; 402, Práctica; 405, D; 406, B; 409, B TE: R2, Quick Start; R14, Teach; 200, TPR; 201, Differentiation; 230, Quick Start; 235, Differentiation; 242, Quick Start; 299, TPR; 337, TPR; 338, Act. 3; 366–367, TPR; 403, Core Instruction; 406, Vocabulario

	Competency and Objective Statements	Page Numbers
2.02	Demonstrate understanding of familiar oral and written questions presented without visual cues or props.	<p>SE: R3, Act. 2; R6, Act. 1; R8, Act. 8; R9, Act. 10; R13, Act. 1–2; R16, Act. 1, 3; R18, Act. 6; R23, Act. 3; R26, Act. 1; R27, Act. 6; 198, Act. 1; 202, Act. 2; 204, Act. 2; 205, Act. 3; 207, Act. 9; 208, Act. 10–11; 209, Act. 13; 210, Act. 16; 217, A; 224, Act. 4; 232, Act. 2; 233, Act. 5–6; 236, Act. 3, Comunidades; 237, Act. 5; 239, Act. 2; 240, Act. 4; 243, Act. 11; 254, Act. 3; 260, Act. 2; 273, Act. 5; 275, Act. 2; 278, Act. 10; 293, Act. 7; 300, Act. 2; 301, Act. 5; 304, Act. 2; 309, Act. 6; 311, Act. 12; 312, Act. 14; 319, ¿Comprendes?; 338, Act. 1; 341, Act. 2; 342, Act. 6; 355, Act. 3; 360, Act. 4; 361, Act. 8; 372, Act. 2; 376, Act. 1; 377, Act. 4, 7; 379, Act. 8; 388, Act. 3; 406, A</p> <p>TE: R6, Quick Start; R7, Teaching Options; R9, Quick Start; R14, Teach; R25, Quick Start; 207, Act. 9; 244, Quick Start; 266, Teach; 274, Quick Start; 277, Teach; 280, Quick Start; 296–297, Cultural Snapshot; 298, Teach; 306, Quick Start; 308, Quick Start; 330–331, Cultural Snapshot; 342, Differentiation; 343, Quick Start; 345, Act. 10; 350, Teach; 364–365, Cultural Snapshot; 377, Teaching Options; 385, Differentiation; 403, Core Instruction; 404, Tips for Success</p>
2.03	Understand and follow oral and written directions, commands, and requests.	<p>SE: R3, Act.1, 3, 5; R5, B; R13, Act. 1; R23, Act. 2; 199, Act. 6–7, 9; 203, Act. 5; 207, Act. 8; 208, Act. 12; 209, Act. 15; 215, B; 217, B; 219, Act. 5; 224, Act. 3; 233, Act. 5; 236, Act. 4; 276, Act. 4; 285, ¿Comprendes?; 300, Act. 3; 307, Act. 1; 339, Act. 5; 342, Act. 4; 355, Act. 5; 360, Act. 3, 5; 368, Act. 3; 401, D</p> <p>TE: 197, TPR; 200, TPR; 231, TPR; 234, TPR; 237, TPR; 266, TPR; 271, TPR; 299, TPR; 303, TPR; 332, TPR; 371, TPR</p>
2.04	Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).	<p>SE: 213, B; 214, Reading Checks; 215, D; 219, Act. 6; 249, B; 250, Reading Checks; 251, B; 283, A, D; 285, ¿Comprendes?; 315, A; 317, A, C; 319, ¿Comprendes?; 351, B, D; 352, Reading Check; 355, Act. 7; 383, C; 384, Reading Checks; 385, A–B; 401, A, D; 405, A–C; 409, A, F</p> <p>TE: R14, Teach; 214, Teach; 285, Glencoe Technology; 317, Glencoe Technology; 318, Teach; 398, Teaching Options; 399, Core Instruction; 402, Teaching Options; 403, Core Instruction; 407, Core Instruction; 408, Section 3</p>
2.05	Make inferences, predict outcomes, and draw conclusions from oral and written passages.	<p>SE: 213, D; 215, E; 217, B; 249, C; 251, A, C; 253, ¿Comprendes?; 276, Act. 4 Expansión; 281, C–D; 282, Reading Checks; 315, C; 316, Reading Checks; 317, E; 349, C; 350, Reading Checks; 351, A, C; 355, Act. 7; 385, C–D; 389, Act. 8; 401, E; 405, D; 409, C–E</p> <p>TE: 201, Glencoe Technology; 212, Differentiation; 235, Glencoe Technology</p>

	Competency and Objective Statements	Page Numbers
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.	
3.01	Present skits, poetry, and songs.	SE: 203, Act. 6; 301, Act. 7 TE: R22, Differentiation; 212, Teach, Differentiation; 226C, Chapter Project; 233, Comunicación; 261, Differentiation; 280, Differentiation; 288, Act. 4; 307, Differentiation; 339, Act. 6; 344, Differentiation; 346, Differentiation; 348, Differentiation; 373, Comunicación; 382, Differentiation; 395, Differentiation;
3.02	Recombine known language to produce personalized statements.	SE: R4, Act. 6–7; R6, Act. 3; R7, Act. 4–6; R19, Act. 8; R23, Act. 4; R26, Act. 3; 199, Act. 7; 208, Foldables; 209, Act. 15; 236, Act. 1; 237, Act. 6; 256, Act. 1; 261, Act. 7; 273, Act. 7; 276, Foldables; 283, C; 293, Act. 6; 309, Act. 7; 310, Act. 11; 327, Act. 5, 7; 342, Act. 5; 346, Act. 13, Foldables; 356, Act. 4; 369, Act. 6; 380, Foldables; 390, Act. 2; 391, Tarea; 395, Act. 7 TE: R2, Teach, Differentiation; R3, Act. 2; R8, Teach; R12, Quick Start, Teaching Options; R13, Act. 3; 194, Estados Unidos; 198, Act. 3, 5; 206, Differentiation; 210, Quick Start; 299, Differentiation; 311, Teach; 336, Quick Start, Differentiation; 346, Differentiation; 369, Act. 5; 371, Differentiation; 375, Differentiation; 398, Vocabulario; 402, Differentiation
3.03	Compose paragraphs related to personal experience.	SE: R6, Act. 3; 221, Tarea; 257, Tarea; 289, #2; 323, #2 TE: 206, Quick Start; 246, Writing Development
3.04	Compose short messages, announcements, advertisements, postcards, and simple letters.	SE: R6, Act. 3; R9, Act. 12; R27, Act. 7; 203, Act. 6; 243, Act. 13; 257, Tarea; 289, Tarea; 339, Act. 7; 357, Tarea TE: R4, Act. 6–7; R17, Comunicación; R26, Tips for Success; 192C, Chapter Project; 262C, Chapter Project; 294C, Chapter Project; 362C, Chapter Project

	Competency and Objective Statements	Page Numbers
3.05	Summarize orally and in writing main idea(s) from selected material.	SE: R5, B; R8, Act. 9 Expansión; R16, Act. 1 Expansión; R17, Act. 5; 202, Act. 2 Expansión; 207, Act. 9 Expansión; 213, B; 232, Act. 2 Expansión; 236, Act. 3 Expansión; 239, Act. 2 Expansión; 243, Act. 11 Expansión; 249, B; 281, B; 315, B; 317, C–D; 344, Act. 8 Expansión; 349, B; 372, Act. 2 Expansión; 383, B; 405, D TE: R9, Act. 11; R14, Differentiation; R19, Act. 7; 213, A; 215, Differentiation; 345, Act. 10; 349, Writing Development; 383, Writing Development; 385, Differentiation; 403, Core Instruction; 407, Core Instruction
3.06	Tell or retell a story orally or in writing.	SE: 239, Act. 3 Expansión; 261, Act. 7; 268, Act. 2 Expansión; 275, Act. 1 Expansión; 301, Act. 5 Expansión; 334, Act. 2 Expansión; 341, Act. 1 Expansión TE: 215, Differentiation; 226C, Chapter Project; 261, Differentiation; 346, Differentiation; 398, Teaching Options; 402, Teaching Options
3.07	Give directions or commands orally or in writing.	SE: 380, Act. 13; 389, Act. 7; 390, Act. 5 TE: 380, Differentiation
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 age-appropriate cultural practices/behaviors in daily activities.	SE: 322, Act. 1, 3 TE: R5, Teach; 212, Teach, Differentiation; 235, Glencoe Technology; 280, Differentiation; 333, Differentiation, Teaching Options
4.02	Interact using everyday greetings and idiomatic expressions.	SE: R19, Act. 8; 210, Act. 17; 220, Act. 4; 322, Act. 1, 3; 345, Act. 10; 356, Act. 2–3; 373, Act. 5 TE: 333, Differentiation
4.03	Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.	SE: 288, Act. 1–2; 322, Act. 3 TE: 226D, Carnaval; 262C, Chapter Project; 294D, Yarn Paintings

	Competency and Objective Statements	Page Numbers
4.04	Demonstrate understanding of the target cultures through a variety of literary genres and the arts.	SE: 215, A–E; 217, A–B; 283, B–D TE: 226D, Connection to Fine Art
4.05	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.	SE: 284, GeoVistas; 310, GeoVistas; 355, Act. 7 TE: 207, GeoVistas; 226D, Connection to Fine Art; 249, GeoVistas; 310, GeoVistas; 328C, Chapter Project; 341, Cultural Snapshot; 350, Differentiation; 353, Conexiones; 362C, Chapter Project
4.06	Identify important individuals from the past and present and their contributions to the target cultures.	SE: 264, México; 277, Cultura; 287, Act. 5; 407, Introducción TE: 192D, Connection to Fine Art; 214, Conexiones; 262D, Connection to Fine Art; 287, Cultural Snapshot; 328D, Connection to Fine Art; 403, Cultural Snapshot
4.07	Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.	SE: SH44–SH65, GeoVista; 195, España (B); 202, Cultura; 250, Un día en una playa de España; 252, Julio en Argentina; 282, Un día de cultura latina; 284, Domingo, día 18 de febrero; 316, Mercados indígenas; 318, De compras; 384, Los mochileros; 386, El camping TE: 192D, Campaña de salud; 195, Puerto Rico, Chile, España; 198, Cultural Snapshot; 206, Cultural Snapshot; 222, Cultural Snapshot; 226D, Carnaval; 262D, Maracas; 267, Cultura; 269, Cultural Snapshot; 295, Cultural Snapshot; 296, Present; 302, Heritage Speakers; 355, Cultural Snapshot
4.08	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	SE: 193, Aquí y Allí; 271, Video TE: 193, Spotlight on Culture; 271, Glencoe Technology
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.	

	Competency and Objective Statements	Page Numbers
5.01	Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).	SE: 211, Pronunciación; 247, Pronunciación; 279, Pronunciación; 313, Pronunciación; 347, Pronunciación; 381, Pronunciación TE: 211, Pronunciación, Heritage Speakers; 239, Differentiation; 247, Pronunciación, Heritage Speakers; 279, Pronunciación, Heritage Speakers; 313, Pronunciación; 347, Pronunciación, Heritage Speakers; 381, Pronunciación
5.02	Compare and contrast structural patterns in the target language and his/her own language(s).	SE: R27, Verbos como aburrir, interesar y gustar; 209, Los pronombres me, te, nos; 211, Act. 19; 241, Act. 9; 278, Palabras afirmativas y negativas #2, Act. 9; 306, Comparaciones; 374, Conexiones; 374–375, Verbos reflexivos; 378, Verbos reflexivos de cambio radical #2 TE: 222, Differentiation; 270, Differentiation; 290, Differentiation; 358, Differentiation; 392, Differentiation
5.03	Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.	SE: 211, Refrán; 214, Antes de leer; 216, Lazarillo de Tormes; 247, Refrán; 279, Refrán; 313, Refrán; 347, Refrán; 381, Refrán; 399–400, El Cid; 403–404, Iztaccihuatl y Popocatépetl; 407–408, La camisa de Margarita TE: 347, Refrán
5.04	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	SE: R15, Presente de los verbos regulares #4; R27, Verbos como aburrir, interesar y gustar; 204, Ser y estar; 205, Act. 6; 206, Ser y estar; 247, Refrán; 273, Act. 6 TE: 197, About the Spanish Language; 201, About the Spanish Language
5.05	Identify connections among languages by recognizing cognates and loan words.	SE: SH2–SH7, Reading and Succeeding; 197, ¿Lo sabes?; 198, Act. 3; 199, Act. 5; 223, Juego; 259, Juego; 269, Act. 4; 291, Juego; 325, Juego; 359, Juego; 393, Juego; 402, Reading Tip TE: 223, Juego; 259, Juego; 262D, Connection to Fine Art; 291, Juego; 307, Cultural Snapshot; 325, Juego; 359, Juego; 393, Juego
5.06	Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.	SE: R15, Presente de los verbos regulares #4, Cultura; 295, Aquí y Allí; 316, Durante la lectura; 363, Aquí y Allí; 364, Introducción al tema TE: R19, Comunidades; 285, Glencoe Technology; 363, Spotlight on Culture; 364, Present

	Competency and Objective Statements	Page Numbers
5.07	Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.	SE: 236, Comunidades; 256, Act. 3; 264, Introducción al tema; 295, Aquí y Allí; 323, Tarea; 329, Aquí y Allí TE: 196, Cultural Snapshot; 264, Present; 294D, Connection to Fine Art; 315, Glencoe Technology; 329, Spotlight on Culture; 350, Cultural Snapshot
5.08	Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.	SE: 287, Act. 5; 323, Tarea; 351, C TE: 226D, Carnaval; 262D, Maracas; 265, Bolivia; 350, Teach; 362D, Los gauchos
5.09	Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	SE: 285, Video; 316, Mercados indígenas TE: 192D, Campaña de salud; 226D, Carnaval; 262C, Chapter Project; 264, Argentina; 267, Cultura; 285, Glencoe Technology; 294D, Connection to Fine Art
5.10	Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.	SE: 211, Refrán; 247, Refrán; 263, Aquí y Allí; 279, Refrán; 313, Refrán; 347, Refrán; 381, Refrán; 384, Los mochileros TE: 198, Cultural Snapshot; 227, Spotlight on Culture; 263, Spotlight on Culture; 264, Present; 279, Refrán; 342, Cultural Snapshot; 347, Refrán
5.11	Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.	SE: SH64–65, GeoVista TE: 192D, Campaña de salud
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; 198, Act. 3; 199, Act. 5; 225, Act. 6; 237, Act. 7; 241, Act. 9; 260, Act. 4; 293, Act. 5; 304, Act. 3; 307, Act. 1; 357, #2; 361, Act. 7; 369, Act. 7 TE: 192C, Chapter Project; 217, Conexiones; 226C, Chapter Project; 262D, Connection to Fine Art; 294C, Chapter Project; 306, Quick Start; 328C, Chapter Project; 328D, Un lugar misterioso; 337, Differentiation; 398, Vocabulario; 408, Section 2

	Competency and Objective Statements	Page Numbers
6.02	Share information with others about topics from other disciplines in the target language.	SE: 285, Conexiones; 307, Act. 3; 351, D; 356, Act. 5 TE: 203, Conexiones; 217, Conexiones; 226D, Carnaval, Connection to Fine Art; 262D, Maracas; 294D, Connection to Fine Art; 328D, Un lugar misterioso, Connection to Fine Art; 339, Differentiation; 353, Conexiones; 362C, Chapter Project; 376, Conexiones
6.03	Recognize and apply learning strategies and processes from other disciplines.	SE: R13, Act. 4; 199, Act. 9; 214, Reading Strategy; 221, Writing Strategy, #1; 236, Act. 2; 250, Reading Strategy; 257, #1; 289, Writing Strategy; 293, Act. 5; 304, Act. 3; 323, Writing Strategy, #1–#2; 350, Reading Strategy, Antes de leer; 357, Writing Strategy, #1; 369, Act. 7; 391, Writing Strategy TE: 231, Differentiation; 270, Differentiation; 273, Comunicación; 308, Differentiation; 313, Differentiation; 337, Differentiation; 349, C; 375, Differentiation; 383, B–C; 407, Differentiation
6.04	Develop learning strategies in the target language which can be used in other disciplines.	SE: SH2–SH7, Reading and Succeeding; 214, Reading Strategy; 250, Reading Strategy; 282, Reading Strategy; 316, Reading Strategy; 384, Reading Strategy TE: 218, Differentiation; 254, Differentiation; 286, Differentiation; 320, Differentiation; 354, Differentiation; 388, 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: 284, Antes de leer; 289, #1 TE: 262C, Chapter Project
7.02	Share knowledge of the target language and cultures with others.	SE: 256, Act. 3; 322, Act. 5; 323, Tarea TE: 192C, Chapter Project; 267, Differentiation, Cultura; 272, Comunidades; 294D, Connection to Fine Art; 302, Heritage Speakers; 328C, Chapter Project; 328D, Un lugar misterioso, Connection to Fine Art; 353, Conexiones; 367, Heritage Speakers; 371, Heritage Speakers

	Competency and Objective Statements	Page Numbers
7.03	Interact with people of other cultures in the target language about familiar topics.	SE: 236, Comunidades TE: 236, Comunidades; 262C, Chapter Project; 272, Comunidades; 362C, Chapter Project
7.04	Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.	SE: 200, Video; 231, Video; 285, Video; 315, Video; 317, Video TE: 226D, Connection to Fine Art; 231, Glencoe Technology; 250, Teach; 272, Comunidades; 285, Glencoe Technology; 303, Glencoe Technology; 315, Glencoe Technology; 317, Glencoe Technology
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	SE: SH1, Why Learn Spanish?; 240, Carreras TE: 241, Carreras
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	SE: 200, Video; 201, Video; 231, Video; 234, Video; 235, Video; 270, Video; 271, Video; 285, Video; 297, España (CR); 302, Video; 315, Video; 317, Video; 336, Video; 343, Video; 350, El avión en la América del Sur; 352, Un viaje interesante; 370, Video; 371, Video TE: 192D, Campaña de salud; 231, Glencoe Technology; 235, Glencoe Technology; 262C, Chapter Project; 262D, Maracas; 267, Differentiation; 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; 362D, Los gauchos, Connection to Fine Art; 370, Differentiation; 371, Glencoe Technology