



**North Carolina Standards Correlated to Glencoe ¡Así se dice! Level 2 © 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>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>1.01</b>	Communicate present and past information by recombining basic vocabulary and structures orally and in writing.	<p><b>SE:</b> R3, Act. 1; R4, Act. 7; R6, Act. 1; R8, Act. 8; R9, Act. 10; R16, Act. 1, 3; R18, Act. 6; R19, Act. 8; R23, Act. 2; R26, Act. 1; R27, Act. 5; R34, Act. 1; R51, InfoGap; R52, Act. 1–2; 7, InfoGap; 10, Act. 1; 13, Act. 1; 17, Act. 9; 18, Act. 11; 28, Act. 1; 41, InfoGap; 49, Act. 4; 51, Act. 8; 62, Act. 2–3; 66, Act. 2, 4; 75, Act. 8; 79, Act. 5, InfoGap; 81, Act. 1; 82, Act. 5; 83, Act. 6; 85, Act. 11; 100, Act. 2–3; 108, Act. 3; 111, Act. 2, 4–5; 113, Act. 7; 115, Act. 10; 133, Act. 5–7; 140, Act. 2; 144, Act. 2; 145, Act. 4, InfoGap; 146, Act. 1; 147, Act. 2; 148, Act. 6; 150, Act. 10–11; 151, Act. 13; 162, Act. 4; 174, Act. 3; 175, Act. 5; 178, Act. 2; 180, Act. 1–2; 182, Act. 6–7; 185, Act. 11–13, 15; 194, Act. 5; 198, Act. 2–4; 199, Act. 6; 206, Act. 2; 209, Act. 1–3, InfoGap; 210, Act. 5–7; 211, Act. 9; 212, Act. 11–12; 213, Act. 14; 226, Act. 2; 234, Act. 2; 238, Act. 3; 239, InfoGap; 241, Act. 1; 243, Act. 5–6; 245, Act. 13; 256, Act. 6; 260, Act. 3; 261, Act. 4; 268, Act. 2; 272, Act. 3; 274, Act. 1; 275, Act. 5–6; 276, Act. 7; 278, Act. 12; 279, Act. 14; 294, Act. 3; 306, Act. 5, InfoGap; 318, Act. 2; 322, Act. 3, 5; 323, Act. 7; 330, Act. 2; 334, Act. 2; 335, InfoGap; 336, Act. 2; 337, Act. 4; 340, Act. 11–12; 341, Act. 13, 15; 350, Act. 2–3; 354, Act. 2; 355, Act. 4; SR2–SR13</p> <p><b>TE:</b> 7, InfoGap; 41, InfoGap; 189, Comunicación; 216, Comunicación</p>
<b>1.02</b>	Exchange information by asking and answering original questions orally and in writing.	<p><b>SE:</b> R9, Act. 13; R35, Act. 7; 7, Act. 5; 11, Act. 6; 14, Act. 5–6; 28, Act. 2–3, 5; 49, Act. 7; 62, Act. 4; 75, Act. 7; 96, Act. 2; 179, Act. 7; 199, Act. 7; 209, Act. 4; 212, Act. 13; 213, Act. 16; 222, Act. 5; 239, Act. 7; 256, Act. 5; 290, Act. 6; 350, Act. 5</p> <p><b>TE:</b> R5, Teaching Options; 67, Differentiation; 190, Tips for Success; 204, Comunicación; 235, Tips for Success</p>

	Competency and Objective Statements	Page Numbers
<b>1.03</b>	Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.	<p><b>SE:</b> R7, Act. 7; R31, Act 3; R34, Act. 4; R35, Act. 6–7; R40, Act. 6; R49, Act. 3; 32, Act. 4; 55, D; 62, Act. 4; 96, Act. 1, 4; 109, Act. 6; 128, Act. 2–3; 162, Act. 2; 166, Act. 2; 194, Act. 1–2; 215, Comparaciones; 222, Act. 6; 256, Act. 1–2, 4–5; 290, Act. 3; 295, Act. 5; 303, Act. 4, 6–7; 311, D; 318, Act. 1, 3; 331, Act. 8; 345, B; 367, C</p> <p><b>TE:</b> 89, Teaching Options; 153, Differentiation; 157, Comunicación; 200D, Connection to Fine Art; 219, Comunicación; 324D, Connection to Fine Art</p>
<b>1.04</b>	Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.	<p><b>SE:</b> R4, Act. 7; R6, Act. 3; R7, Act. 7; R9, Act. 12; R19, Act. 9; R23, Act. 5; R27, Act. 7; R43, Act. 2; R45, Act. 9; R52, Act. 3–5; 11, Act. 4; 16, Act. 7; 17, Act. 10; 45, Act. 5; 48, Act. 2–3; 51, Act. 11; 62, Act. 1, 3; 82, Act. 5; 96, Act. 1; 111, Act. 6; 128, Act. 1; 141, Act. 6; 145, Act. 5; 147, Act. 5; 149, Act. 9; 175, Act. 8; 179, Act. 7; 185, Act. 14; 187, C; 194, Act. 2–5; 195, #2; 210, Act. 8; 213, Act. 16; 222, Act. 2–3; 243, Act. 8; 269, Act. 6; 279, Act. 16; 290, Act. 1, 5; 318, Act. 5; 337, Act. 6; 338, Act. 9; 341, Act. 15; 343, C; 350, Act. 1; 380, L</p> <p><b>TE:</b> 206, Comunicación; 275, Comunicación; 329, Comunicación; 335, Comunicación</p>

	Competency and Objective Statements	Page Numbers
1.05	Use culturally acceptable vocabulary, idiomatic expressions or gestures.	<p><b>SE:</b> R3, Act. 4–5; R6, Act. 2; R13, Act. 4; R16, Act. 2; R19, Act. 7, 9; R26, Act. 3; R27, Act. 6; R31, Act. 4; R34, Act. 2–3; R40, 3, 5; R53, Act. 7; 5, ¡Así se dice!; 7, Act. 4; 8, ¡Así se dice!; 11, Act. 6; 13, Act. 3; 14, Act. 4; 16, Act. 7; 17, Act. 10; 28, Act. 2–3, 5; 32, Act. 1–3, 5; 33, Act. 6; 40, Act. 3; 43, ¡Así se dice!; 45, Act. 5–6; 66, Act. 3; 67, Act. 5; 75, Act. 7; 78, Act. 3; 82, Act. 4; 83, Act. 7; 84, Act. 9; 85, Act. 12; 96, Act. 2; 100, Act. 4; 101, Act. 5–6; 107, ¡Así se dice!; 115, Act. 11; 128, Act. 1; 132, Act. 2; 133, Act. 4; 140, Act. 3; 141, Act. 4; 144, Act. 3; 147, Act. 3; 149, Act. 8; 158, ¡Así se dice!; 167, Act. 4–5; 173, ¿Lo sabes?; 175, Act. 6–7; 179, Act. 5; 199, Act. 8; 207, Act. 3; 209, Act. 4; 222, Act. 1, 5; 226, Act. 3–4; 227, Act. 6; 235, Act. 3–5; 239, Act. 6; 241, Act. 4; 243, Act. 7; 245, Act. 12; 260, Act. 2; 261, Act. 5; 269, Act. 5; 272, Act. 1; 273, Act. 4; 275, Act. 3; 276, Act. 8; 279, Act. 13, 15; 290, Act. 4; 291, #2; 295, Act. 6; 302, Act. 2; 306, Act. 4; 307, Act. 6; 308, Act. 9, ¿Te acuerdas?; 309, Act. 13; 322, Act. 2; 330, Act. 3; 331, Act. 7; 334, Act. 3; 335, Act. 5; 337, Act. 5; 338, Act. 7, 9; 343, C; 354, Act. 3; 364, Práctica; 369, A–C; 380, L</p> <p><b>TE:</b> R5, Teach; R18, Teach; R24, Differentiation; R30, Differentiation; 5, Differentiation; 20, Differentiation; 32, Act. 1–3; 33, Act. 4–8; 34C, Chapter Project; 52, Differentiation; 54, Teach, Differentiation; 73, Differentiation; 77, Differentiation; 100, Act. 1–4; 101, Act. 5–7; 132, Act. 1–3; 133, Act. 4–7; 166, Act. 1–2; 167, Act. 3–6; 176, Differentiation; 177, Differentiation; 187, Differentiation; 204, Comunicación; 214, Teach; 226, Act. 1–4; 227, Act. 5–8; 260, Act. 1–3; 261, Act. 4–6; 267, Differentiation; 280, Differentiation; 294, Act. 1–4; 295, Act. 5–6; 296C, Chapter Project; 300, Differentiation; 322, Act. 1–2; 323, Act. 3–8; 324C, Chapter Project; 372, Core Instruction</p>
Competency Goal 2	<b>INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.</b>	

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>2.01</b>	Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.	<p><b>SE:</b> R3, Act. 2–3; R8, Act. 9; R9, Act. 11; R13, Act. 1, 3; R17, Act. 4; R23, Act. 1, 3; R26, Act. 2; R31, Act. 2; 6, Act. 3; 7, Act. 6; 10, Act. 2–3; 32, Act. 2; 33, Act. 6; 41, Act. 4–5; 44, Act. 3; 48, Act. 1; 66, Act. 1, 3; 67, Act. 5–6; 75, Act. 4; 81, Act. 2; 82, Act. 3; 83, Act. 8; 108, Act. 4; 109, Act. 5; 113, Act. 8; 132, Act. 1; 145, Act. 6; 147, Act. 4; 149, Act. 7; 166, Act. 1; 167, Act. 4–5; 178, Act. 4; 179, Act. 6; 198, Act. 1–3; 207, Act. 5; 226, Act. 1, 3–4; 227, Act. 5, 7; 260, Act. 1; 268, Act. 3; 272, Act. 2; 273, Act. 5; 294, Act. 1; 295, Act. 6; 305, Act. 1; 306, Act. 2–3; 322, Act. 1; 331, Act. 6; 336, Act. 1, 3; 338, Act. 8; 341, Act. 14; 354, Act. 1, 3; 367, A; 381, P–Q</p> <p><b>TE:</b> 57, Differentiation; 86, Teach; 88, Teach; 89, Differentiation; 155, Teaching Options; 190, Tips for Success; 218, Teaching Options; 246, Teach; 274, Learning from Realia</p>
<b>2.02</b>	Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.	<p><b>SE:</b> R13, Act. 2; R31, Act.1; R39, Act. 1; R43, Act. 1; R45, Act. 8; R49, Act. 1–2; 6, Act. 2; 33, Act. 8; 40, Act. 2; 44, Act. 2; 74, Act. 2; 78, Act. 2; 116, Act. 12; 117, Act. 14; 151, Act. 12; 182, Act. 5; 183, Act. 8; 211, Act. 10; 212, Act. 13; 213, Act. 15; 243, Act. 5; 245, Act. 10; 278, Act. 12; 308, Act. 7–8; 337, Act. 4; 339, Act. 10; 341, Act. 13</p> <p><b>TE:</b> 2–3, Cultural Snapshot; 8, Teach; 14, Differentiation; 36–37, Cultural Snapshot; 38, Teach; 42, Teach; 49, Teaching Options; 59, Cultural Snapshot; 70–71, Cultural Snapshot; 72, Teach; 76–77, Teach; 87, Expansión; 104–105, Cultural Snapshot; 106, Teach; 136–137, Cultural Snapshot; 138, Teach; 170–171, Cultural Snapshot; 176, Teach; 202–203, Cultural Snapshot; 204, Teach; 230–231, Cultural Snapshot; 264–265, Cultural Snapshot; 266, Teach; 298–299, Cultural Snapshot; 326–327, Cultural Snapshot; 328, Teach; 358, Teach; 359, Core Instruction</p>

	Competency and Objective Statements	Page Numbers
2.03	Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.	<p><b>SE:</b> 62, Act. 5; 274, Imperativo familiar—formas regulares; 275, Act. 2–4; 276, Imperativo familiar—formas irregulares, Foldables, InfoGap; 307, El imperativo formal; 309, El imperativo familiar—formas negativas, Act. 11–13; 318, Act. 4</p> <p><b>TE:</b> 4, TPR; 9, TPR; 38–39, TPR; 43, TPR; 73, TPR; 77, TPR; 106, TPR; 107, TPR; 138, TPR; 139, TPR; 142, TPR; 143, TPR; 173, TPR; 176, TPR; 177, TPR; 205, TPR; 233, TPR; 236, TPR; 266, TPR; 267, TPR; 270, TPR; 274, Teach, Learning from Realia, Why It Works!; 276, Teach; 284, Differentiation; 301, TPR; 307, Teach, Learning from Realia, Differentiation; 328, TPR; 329, TPR; 332, TPR</p>
2.04	Identify main idea(s) and some details from simple oral and written passages about familiar topics.	<p><b>SE:</b> R5, A; R14, ¿Comprendes?; R24, A; R32, ¿Comprendes?; R41, A; R50, ¿Comprendes?; 6, Act. 1; 16, Act. 8; 21, A; 23, A–B; 25, ¿Comprendes?; 40, Act. 1; 44, Act. 1; 55, A, C; 57, A–B; 59, ¿Comprendes?; 74, Act. 1; 78, Act. 1; 87, A–C; 91, A, D–E; 93, ¿Comprendes?; 108, Act. 1; 119, A, C; 123, A–B; 125, ¿Comprendes?; 140, Act. 1; 144, Act. 1; 153, A, C; 157, A, C; 159, ¿Comprendes?; 178, Act. 1; 181, Act. 4; 187, A; 189, A–C; 191, ¿Comprendes?; 206, Act. 1; 215, A; 217, A–C; 219, ¿Comprendes?; 234, Act. 1; 238, Act. 1; 247, A–B; 251, A, C–D; 253, ¿Comprendes?; 268, Act. 1; 278, Act. 11; 281, A–B; 285, A–C, E; 287, ¿Comprendes?; 302, Act. 1; 311, A–B; 313, A–C; 315, ¿Comprendes?; 330, Act. 1; 334, Act. 1; 343, A; 345, A; 347, ¿Comprendes?; 362, A–B; 363, C–F; 367, A–B; 377, A–C; 378, F; 379, G, I; 380, K; 381, N–O</p> <p><b>TE:</b> 22, Teach; 56, Teach; 120, Teach; 154, Teach; 188, Teach; 216, Teach; 248, Teach; 282, Teach; 344, Teach</p>
2.05	Make inferences and draw conclusions 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> R41, B; 21, C; 57, C–D; 91, C; 113, Act. 7 Expansión; 119, D; 157, D; 183, Act. 8 Expansión; 187, B; 215, C; 217, E; 247, C; 251, B, E; 311, C; 345, C; 377, D; 379, H; 380, J, M; 381, Q</p> <p><b>TE:</b> 87, Glencoe Technology; 191, Glencoe Technology; 267, Teaching Options</p>

	Competency and Objective Statements	Page Numbers
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	<p><b>SE:</b> R5, ¿De dónde son?; R14, Otro año en la escuela; R24, ¿Qué le pasa a Ana?; R32, Un partido importante; R41, En una tienda de ropa; R50, ¿Adónde fueron los amigos?; 20, En el aeropuerto; 54, De camping; 86, En la ventanilla; 118, Una comida muy buena; 152, El Día de San Juan; 186, Se cortó la línea.; 214, En la recepción; 246, Un verano en el campo; 280, Un sitio para aparcar; 310, ¿Yo? ¿En la cocina?; 342, Un accidente</p> <p><b>TE:</b> 8, Glencoe Technology; 15, Glencoe Technology; 17, Comunicación; 43, Glencoe Technology; 77, Glencoe Technology; 87, Glencoe Technology; 119, Glencoe Technology; 143, Glencoe Technology; 153, Glencoe Technology; 159, Glencoe Technology; 176, Glencoe Technology; 191, Glencoe Technology; 204, Glencoe Technology; 215, Glencoe Technology; 236, Glencoe Technology; 244, Glencoe Technology; 247, Glencoe Technology; 270, Glencoe Technology; 281, Glencoe Technology; 287, Glencoe Technology; 301, Glencoe Technology; 311, Glencoe Technology; 315, Glencoe Technology; 333, Glencoe Technology; 343, Glencoe Technology</p>
Competency Goal 3	<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>	

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>3.01</b>	Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time.	<p><b>SE:</b> R4, Act. 6; R7, Act. 4–6; R17, Act. 5; R26, Act. 4; R43, Act. 5; R45, Act. 6; 11, Act. 7; 18, Act. 13; 28, Act. 4; 29, #2; 41, Act. 6; 51, Act. 11; 67, Act. 7; 96, Act. 3; 128, Act. 4; 147, Act. 5; 151, Act. 14; 162, Act. 1; 167, Act. 3, 6; 180, Act. 3; 183, Act. 10; 235, Act. 6; 256, Act. 1, 3, 5; 257, #2; 261, Act. 6; 290, Act. 2, 6; 302, Act. 3; 335, Act. 4; 350, Act. 4; 351, #2</p> <p><b>TE:</b> R2, Differentiation; R4, Act. 6, Differentiation; R17, Comunicación; R24, Comunicación; R26, Comunicación; R49, Differentiation; 16, GeoVistas; 34C, Chapter Project; 67, Act. 7; 134C, Chapter Project; 174, Comunicación; 198, GeoVistas; 200C, Chapter Project; 200D, Connection to Fine Art; 219, Comunicación; 228C, Chapter Project; 251, Writing Development; 253, Comunicación; 262C, Chapter Project; 262D, Connection to Fine Art; 275, Comunicación; 310, Cultura; 311, Comunidades; 329, Comunicación</p>
<b>3.02</b>	Dramatize songs, short plays and skits, or poetry on familiar topics.	<p><b>SE:</b> 18, Act. 12; 331, Act. 5</p> <p><b>TE:</b> R5, Teach; R9, Act. 12; R24, Differentiation; R30, Differentiation; R31, Differentiation; R38, Teach; R40, Comunicación; R41, Teach; 5, Teaching Options; 11, Comunicación; 17, Comunicación; 18, Differentiation; 20, Differentiation; 34C, Chapter Project; 34D, Los gauchos; 45, Comunicación; 48, Act. 2; 54, Differentiation; 67, Differentiation; 73, Differentiation; 77, Differentiation; 139, Differentiation; 147, Differentiation; 152, Teach; 177, Differentiation; 187, Differentiation; 200C, Chapter Project; 204, Comunicación; 209, Differentiation; 214, Teach; 239, Comunicación; 280, Differentiation; 284, Differentiation; 300, Differentiation; 324C, Chapter Project; 332, Differentiation; 361, Differentiation; 373, Core Instruction</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>3.03</b>	Tell or retell a story orally and in writing.	<p><b>SE:</b> R5, B; R8, Act. 9 Expansión; R16, Act. 1 Expansión; R23, Act. 2 Expansión; R24, B; R49, Act. 1 Expansión, Act. 2 Expansión; 6, Act. 2 Expansión; 13, Act. 1 Expansión; 16, Act. 8 Expansión; 44, Act. 2 Expansión; 75, Act. 5 Expansión; 81, Act. 1 Expansión; 108, Act. 3 Expansión; 113, Act. 7 Expansión; 148, Act. 6 Expansión; 174, Act. 3 Expansión; 183, Act. 9; 206, Act. 2 Expansión; 209, Act. 1 Expansión; 273, Act. 5 Expansión; 334, Act. 2 Expansión, Act. 3 Expansión; 350, Act. 3</p> <p><b>TE:</b> R9, Act. 11; R14, Differentiation; R19, Act. 7; 67, Differentiation; 113, Differentiation; 147, Differentiation; 151, Act. 12–13; 183, Act. 9; 241, Differentiation; 344, Differentiation</p>
<b>3.04</b>	Recombine known language to produce personalized statements.	<p><b>SE:</b> 13, Act. 2; 101, Act. 7; 132, Act. 3; 163, #2; 166, Act. 2; 189, D; 222, Act. 4; 256, Act. 4; 290, Act. 5; 294, Act. 2; 295, Act. 5; 350, Act. 4; 367, C</p> <p><b>TE:</b> 83, Differentiation; 174, Comunicación; 246, Comunicación</p>
<b>3.05</b>	Give detailed instructions orally and in writing.	<p><b>SE:</b> 52, Act. 13; 62, Act. 5; 75, Act. 8; 277, Act. 9–10; 291, #2; 307, Foldables; 319, #2</p> <p><b>TE:</b> 262C, Chapter Project; 296C, Chapter Project</p>
<b>3.06</b>	Compose paragraphs related to personal experience.	<p><b>SE:</b> 63, #2; 97, #2; 129, #2; 163, #2; 195, #2; 223, #2</p> <p><b>TE:</b> 68C, Chapter Project</p>
<b>3.07</b>	Summarize orally and in writing main idea(s) from selected material.	<p><b>SE:</b> 21, B; 23, D; 55, B; 87, D; 91, B; 119, B; 153, B; 215, B; 217, D; 281, C; 343, B</p> <p><b>TE:</b> 11, Differentiation; 21, Writing Development; 55, Writing Development; 57, Differentiation; 86, Teach; 188, Differentiation; 215, Differentiation; 249, Writing Development; 344, Differentiation; 360, Differentiation</p>
<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>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>4.01</b>	Recognize and use cultural practices and expressions in daily activities.	<b>SE:</b> 11, Act. 6; 17, Act. 10; 45, Act. 5; 52, Act. 12–13; 75, Act. 7; 96, Act. 2; 111, Act. 6; 128, Act. 1; 322, Act. 2  <b>TE:</b> R15, Differentiation; R22, Cultura; 5, Differentiation, Teaching Options; 8, Differentiation; 20, Differentiation; 34C, Chapter Project; 45, Comunicación; 102C, Chapter Project; 134D, Papel picado; 187, Differentiation; 204, Comunicación; 296C, Chapter Project
<b>4.02</b>	Identify and explain patterns of behavior or interaction among the target cultures.	<b>SE:</b> 120–122, Restaurantes de España y Latinoamérica; 123, C; 127, Act. 8; 344–345, Vida activa y buena salud  <b>TE:</b> 102D, La sobremesa y la siesta; 107, Cultura; 233, Cultura
<b>4.03</b>	Participate in activities and experience customs and traditions of the target cultures.	<b>SE:</b> 153, Video; 159, Video; 311, Video; 312, Una receta hispana; 314, Una receta para «la ropa vieja»; 315, Video  <b>TE:</b> 34D, Los gauchos; 68D, Quipus; 102C, Chapter Project; 102D, La sobremesa y la siesta; 134D, Papel picado; 139, Differentiation; 141, Differentiation; 145, Differentiation; 228D, Cascarones; 296C, Chapter Project; 315, Cultura; 324C, Chapter Project
<b>4.04</b>	Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.	<b>SE:</b> SH44–SH63; 22, El avión en la América del Sur; 27, Cultura; 28, Act. 5; 88–90, Viajes ferroviarios fabulosos; 92, De Panamá a Colón en tren; 95, Act. 8; 218, El Camino de Santiago; 248–250, La ciudad y el campo  <b>TE:</b> 1C, Chapter Project; 13, Cultural Snapshot; 16, GeoVistas; 22, Teach; 81, GeoVistas; 198, GeoVistas; 217, GeoVistas; 230–231, Cultural Snapshot; 244, Glencoe Technology; 251, Writing Development; 253, GeoVistas; 343, GeoVistas

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>4.05</b>	Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.	<b>SE:</b> 282–284, La panamericana; 285, D; 289, Act. 6; 359, Introducción; 365, Introducción; 370, Introducción  <b>TE:</b> 1D, Connection to Fine Art; 168D, Connection to Fine Art; 252, Cultural Snapshot; 285, GeoVistas; 335, Cultura; 359, Cultura; 365, Heritage Speakers
<b>4.06</b>	Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	<b>SE:</b> 56, Los mochileros; 58, El camping; 61, Act. 8; 70, Introducción al tema; 88–90, Viajes ferroviarios fabulosos; 120–122, Restaurantes de España y Latinoamérica; 154–156, Unas fiestas hispanas; 202, Introducción al tema; 216, Un hostel y un parador; 230, Introducción al tema; 248–250, La ciudad y el campo; 264, Introducción al tema; 286, Tráfico y más tráfico; 344–345, Vida activa y buena salud  <b>TE:</b> 70–71, Cultural Snapshot; 264–265, Cultural Snapshot
<b>4.07</b>	Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.	<b>SE:</b> 154–156, Unas fiestas hispanas; 215, Comparaciones  <b>TE:</b> 155, Differentiation; 250, Heritage Speakers; 296D, La dieta
<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>5.01</b>	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).	<b>SE:</b> 19, Pronunciación; 53, Pronunciación  <b>TE:</b> 19, Pronunciación; 53, Pronunciación

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.02</b>	Compare and contrast structural patterns in the target language and his/her own language.	<p><b>SE:</b> R35, Verbos como aburrir, interesar y gustar, Act. 5; R42, Saber y conocer; R43, Act. 3–4; R44, Comparativo y superlativo, Comparaciones; R45, Act. 7; R53, Los pronombres de complemento, Act. 6, 8; 46, Verbos reflexivos, Conexiones; 49, Act. 5–6; 50, Verbos reflexivos de cambio radical; 51, Act. 9–10; 116, La voz pasiva con se; 210, Conexiones; 211, Dos complementos me lo, te lo, nos lo; 240, Futuro de los verbos regulares, Conexiones; 241, Act. 2–3; 244, Los pronombres con el infinitivo y el gerundio, Act. 9; 245, Act. 11; 340, Conexiones</p> <p><b>TE:</b> 46, Teach; 48, Conexiones; 209, Conexiones; 277, Tips for Success; 340, Conexiones</p>
<b>5.03</b>	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.	<p><b>SE:</b> 365–366, Versos sencillos; 370–376, Marianela</p> <p><b>TE:</b> 357, Tips for Success; 365, Core Instruction; 373, Core Instruction</p>
<b>5.04</b>	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	<p><b>SE:</b> 19, Refrán; 279, Refrán</p> <p><b>TE:</b> 19, Refrán; 102D, La sobremesa y la siesta; 145, About the Spanish Language; 279, Refrán</p>
<b>5.05</b>	Recognize the changing nature of language.	<p><b>SE:</b> 173, ¿Lo sabes?</p> <p><b>TE:</b> R53, About the Spanish Language; 9, About the Spanish Language; 72, About the Spanish Language; 145, About the Spanish Language; 279, About the Spanish Language</p>
<b>5.06</b>	Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.	<p><b>SE:</b> 36, Introducción al tema; 103, Aquí y Allí; 123, D; 128, Act. 5; 158, Antes de leer; 170, Introducción al tema; 326, Introducción al tema</p> <p><b>TE:</b> 103, Spotlight on Culture; 158, Comunidades; 159, Glencoe Technology; 170–171, Cultural Snapshot; 202, Present; 247, Comparaciones; 296D, La dieta; 324D, ¿Caminar o conducir?</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.07</b>	Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.	<p><b>SE:</b> 1, Aquí y Allí; 35, Aquí y Allí; 103, Aquí y Allí; 104, Introducción al tema; 135, Aquí y Allí; 169, Aquí y Allí; 188, En un mundo tecnológico; 190, La tecnología de hoy y ayer; 298, Introducción al tema; 326, Introducción al tema</p> <p><b>TE:</b> 35, Spotlight on Culture; 39, Heritage Speakers; 103, Spotlight on Culture; 104–105, Cultural Snapshot; 177, Cultura; 228D, Connection to Fine Art; 234, Comparaciones; 247, Comparaciones; 262D, Las señales de tráfico; 298–299, Cultural Snapshot; 303, Cultural Snapshot; 311, Glencoe Technology</p>
<b>5.08</b>	Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.	<p><b>SE:</b> 1, Aquí y Allí; 2, Introducción al tema; 22, El avión en la América del Sur; 23, C; 157, B</p> <p><b>TE:</b> R19, Comunidades; 1, Spotlight on Culture; 2–3, Cultural Snapshot; 68D, Connection to Fine Art; 90, Comparaciones; 134D, Papel picado; 200D, Pensiones; 228C, Chapter Project; 262D, Las señales de tráfico; 296D, Connection to Fine Art</p>
<b>5.09</b>	Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	<p><b>SE:</b> 136, Introducción al tema; 145, Cultura; 154–156, Unas fiestas hispanas; 157, E–F; 159, Video; 161, Act. 6; 162, Act. 3; 218, El Camino de Santiago; 322, Act. 4</p> <p><b>TE:</b> 134C, Chapter Project; 135, Spotlight on Culture; 136–137, Cultural Snapshot; 139, Heritage Speakers; 142, Differentiation; 153, Heritage Speakers; 156, Comparaciones</p>
<b>5.10</b>	Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.	<p><b>SE:</b> 19, Refrán; 53, Refrán; 85, Refrán; 117, Refrán; 151, Refrán; 185, Refrán; 190, La tecnología de hoy y ayer; 212, Refrán; 245, Refrán; 279, Refrán; 309, Refrán; 341, Refrán</p> <p><b>TE:</b> 19, Refrán; 85, Refrán; 102D, La sobremesa y la siesta; 117, Refrán; 169, Spotlight on Culture; 185, Refrán; 212, Refrán; 279, Refrán; 309, Refrán; 324D, ¿Caminar o conducir?; 325, Spotlight on Culture; 341, Refrán</p>

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>5.11</b>	Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture.	<b>SE:</b> SH64–SH65; 252, Una ciudad interesante; 346, Médicos Sin Fronteras  <b>TE:</b> 68D, Connection to Fine Art; 228D, Cascarones; 253, GeoVistas
<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>	Identify and process information and skills that are common to the foreign language class and other disciplines.	<b>SE:</b> R40, Act. 4; 215, D  <b>TE:</b> 1C, Chapter Project; 25, Conexiones; 34D, Connection to Fine Art; 102D, Connection to Fine Art; 168D, Connection to Fine Art; 200D, Connection to Fine Art; 228D, Connection to Fine Art; 296D, Connection to Fine Art; 324D, Connection to Fine Art
<b>6.02</b>	Communicate information in the foreign language class which is common to other disciplines.	<b>SE:</b> 133, Act. 4; 268, Conexiones; 302, Act. 3; 303, Act. 5; 323, Act. 8; 330, Act. 4; 351, #2  <b>TE:</b> 1D, Un lugar misterioso; 34D, Connection to Fine Art; 48, Conexiones; 113, GeoVistas; 234, Comunidades; 262D, Connection to Fine Art; 268, Conexiones; 355, Conexiones
<b>6.03</b>	Transfer information acquired in the foreign language class for use in other disciplines.	<b>SE:</b> 24, Un viaje interesante; 48, Conexiones; 78, Conexiones; 109, Conexiones; 117, Act. 13; 234, Conexiones; 240, Conexiones; 272, Conexiones; 302, Conexiones; 330, Conexiones; 346, Médicos Sin Fronteras  <b>TE:</b> 1D, Un lugar misterioso; 25, Conexiones; 68D, Connection to Fine Art; 102C, Chapter Project; 134D, Connection to Fine Art; 296D, La dieta, Connection to Fine Art; 346, Conexiones; 370, Conexiones

	<b>Competency and Objective Statements</b>	<b>Page Numbers</b>
<b>6.04</b>	Recognize and apply learning strategies, processes from other disciplines.	<p><b>SE:</b> R39, Act. 2; 7, Act. 7; 11, Act. 5; 23, D; 29, Writing Strategy, #1; 33, Act. 7; 41, Act. 7; 44, Act. 4; 52, Act. 13; 63, Writing Strategy, #1; 74, Act. 3; 75, Act. 6; 79, Act. 4, 6; 84, Act. 10; 97, Writing Strategy, #1; 100, Act. 1; 108, Act. 2; 111, Act. 3; 128, Act. 4; 129, Writing Strategy, #1; 141, Act. 5, 7; 163, Writing Strategy, #1; 175, Act. 4; 178, Act. 3; 189, A; 195, Writing Strategy, #1; 199, Act. 5; 207, Act. 4; 217, A, C; 223, Writing Strategy, #1; 227, Act. 8; 238, Act. 2; 239, Act. 5, 8; 247, B; 251, D; 257, Writing Strategy, #1; 269, Act. 4; 273, Act. 6; 285, E; 291, Writing Strategy, #1; 294, Act. 4; 302, Act. 3; 308, Act. 10; 309, Act. 12; 319, Writing Strategy, #1; 323, Act. 6; 335, Act. 6; 345, A; 351, Writing Strategy, #1; 363, E–F; 377, A; 378, E–F</p> <p><b>TE:</b> 9, Differentiation; 47, Differentiation; 55, B, C; 200C, Chapter Project</p>
<b>6.05</b>	Develop learning strategies in the target language which can be used in other disciplines.	<p><b>SE:</b> 22, Reading Strategy; 56, Reading Strategy; 88, Estrategia de lectura; 120, Estrategia de lectura; 154, Estrategia de lectura; 188, Estrategia de lectura; 216, Estrategia de lectura; 229, Aquí y Allí; 248, Estrategia de lectura; 282, Estrategia de lectura; 312, Estrategia de lectura; 344, Estrategia de lectura</p> <p><b>TE:</b> 22, Teach; 26, Differentiation; 56, Teach; 60, Differentiation; 88, Teach; 94, Differentiation; 120, Teach; 154, Teach; 160, Differentiation; 188, Teach; 192, Differentiation; 216, Teach; 220, Differentiation; 229, Spotlight on Culture; 248, Teach; 254, Differentiation; 282, Teach; 288, Differentiation; 316, Differentiation; 344, Teach; 348, Differentiation</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> R13, Act. 4</p> <p><b>TE:</b> 145, Differentiation; 168C, 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> 128, Act. 1–2; 162, Act. 1–3; 256, Act. 2; 318, Act. 3; 319, Tarea  <b>TE:</b> 1D, Connection to Fine Art; 43, Heritage Speakers; 102C, Chapter Project; 107, Heritage Speakers; 109, Heritage Speakers; 134C, Chapter Project; 134D, Connection to Fine Art; 139, Heritage Speakers; 168C, Chapter Project; 237, Differentiation; 250, Heritage Speakers; 253, Comunidades; 271, Heritage Speakers; 296C, Chapter Project; 311, Comunidades; 312, Heritage Speakers
<b>7.03</b>	Interact with people of other cultures in the target language about familiar topics.	<b>SE:</b> 129, Tarea; 195, Tarea; 223, Tarea; 273, Act. 4; 291, Tarea  <b>TE:</b> 39, Heritage Speakers; 174, Heritage Speakers; 250, Heritage Speakers; 296C, Chapter Project
<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> 88–90, Viajes ferroviarios fabulosos; 223, Tarea; 256, Act. 2  <b>TE:</b> 68C, Chapter Project; 168D, Música Latina; 200C, Chapter Project; 200D, Pensiones; 228C, Chapter Project
<b>7.05</b>	Identify occupations within the community and beyond that require proficiency in the target language.	<b>SE:</b> 207, Carreras  <b>TE:</b> 200C, Chapter Project; 207, Comunidades; 346, Conexiones

	Competency and Objective Statements	Page Numbers
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	<p><b>SE:</b> 8, Video; 15, Video; 42, Video; 43, Video; 76, Video; 87, Video; 119, Video; 142, Video; 153, Video; 159, Video; 176, Video; 191, Video; 204, Video; 215, Video; 236, Video; 244, Video; 247, Video; 270, Video; 281, Video; 287, Video; 301, Video; 311, Video; 315, Video; 332, Video; 343, Video</p> <p><b>TE:</b> 1C, Chapter Project; 8, Glencoe Technology; 15, Glencoe Technology; 43, Glencoe Technology; 77, Glencoe Technology; 87, Glencoe Technology; 113, GeoVistas; 119, Glencoe Technology; 143, Glencoe Technology; 153, Glencoe Technology; 159, Glencoe Technology; 168D, Música Latina; 176, Glencoe Technology; 191, Glencoe Technology; 204, Glencoe Technology; 215, Glencoe Technology; 236, Glencoe Technology; 244, Glencoe Technology; 247, Glencoe Technology; 262C, Chapter Project; 270, Glencoe Technology; 281, Glencoe Technology; 287, Glencoe Technology; 301, Glencoe Technology; 311, Comunidades, Glencoe Technology; 315, Glencoe Technology; 333, Glencoe Technology; 343, Glencoe Technology</p>