



North Carolina Standards Correlated to Glencoe ¡Así se dice! Level 3 © 2009

| | Competency and Objective Statements | Page Numbers |
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| 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 using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times. | <p>SE: R8, Act. 2; R9, Act. 4–6; R15, Act. 5; R18, Act. 2–3; R21, Act. 9–10; R30, Act. 3; R33, Act. 7; R45, Act. 4–5; R57, Act. 8; R67, Act. 9; 10, Act. 5; 22, Act. 2, 5; 27, Act. 7; 40, Act. 2; 42, Act. 9; 45, Act. 15; 54, Act. 1, 5; 73, Act. 3; 74, Act. 6; 90, Act. 1, 3, 5; 105, Act. 4–5; 106, Act. 7; 111, Act. 17; 113, C; 126, Act. 3–5; 131, Act. 5; 143, Act. 9; 158, Act. 2, 4–5; 175, Act. 5, 7; 194, Act. 1–3; 207, Act. 5; 215, Act. 7; 228, Act. 1, 4–6; 233, Act. 7; 243, Act. 3; 247, Act. 13; 262, Act. 1–2, 4; 267, Act. 6; 294, Act. 1–5; 335, Act. 5–6</p> <p>TE: R12, Comunicación; R14, Differentiation; R50, Differentiation; 4, Tips for Success; 7, Tips for Success; 14, Cultura; 33, Comunicación; 39, Comunicación; 68, Differentiation; 115, Comunicación; 163, Glencoe Technology; 215, Differentiation; 234D, Tejano</p> |

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| 1.02 | Ask and answer open-ended questions on a wide range of topics orally and in writing. | <p>SE: R16, Act. 1; R18, Act. 1; R45, Act. 5; R62, Act. 3; R63, B; 15, D; 47, A; 66, Act. 3; 70, Act. 4; 71, Act. 7; 87, D–E; 95, Act. 8; 113, B; 123, D, Después de leer; 143, Act. 9; 147, D; 151, A; 155, Después de leer; 159, #1; 183, C; 185, C; 190, Después de leer; 215, Act. 6; 219, C; 223, G; 225, A, C; 233, Act. 7; 262, Act. 3; 267, Act. 6; 283, C; 291, E; 298, Act. 3; 306, Act. 4; 308, Act. 9–10; 321, B–C; 330, Act. 2–3</p> <p>TE: 4, Tips for Success; 27, Glencoe Technology; 28C, Chapter Project; 37, Tips for Success; 39, Comunicación; 58, Glencoe Technology; 68, Differentiation; 87, Teaching Options; 239, Comunicación; 300C, Chapter Project; 305, Tips for Success; 319, Comunicación; 327, Comunicación</p> |
| 1.03 | Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing. | <p>SE: R15, Act. 6; R19, Act. 4–5; R26, Act. 2; R45, Act. 5; R47, Act. 9; 7, Act. 4, 6–7; 15, D; 22, Act. 1, 3; 35, Act. 8; 40, Act. 1; 41, Act. 4, 6; 42, Act. 9; 49, B; 54, Act. 1–2, 4; 73, Act. 3; 74, Act. 6; 75, Act. 9; 90, Act. 2; 91, Tarea; 105, Act. 1, 3–5; 123, D, Después de leer; 126, Act. 1; 138, Act. 4; 141, Act. 2–3; 143, Act. 9; 158, Act. 1, 4; 190, Después de leer; 207, Act. 5; 210, Act. 4; 211, Act. 6–7; 219, C; 223, C, E, G; 228, Act. 1–5; 240, Foldables; 246, Act. 6; 248–249, Act. 14; 259, F; 267, Act. 6; 287, F; 291, E; 298, Act. 3; 321, B–C; 330, Act. 1, 3–5</p> <p>TE: 27, Glencoe Technology; 28D, Connection to Fine Art; 33, Comunicación; 41, Differentiation; 74, Learning from Realia; 75, Teaching Options; 122, Writing Development; 205, Comunidades; 218, Differentiation; 223, Writing Development; 251, Comunicación; 267, Glencoe Technology; 286, Heritage Speakers</p> |
| 1.04 | Demonstrate evidence of self-correction in communication with others. | <p>SE: 145, Act. 13; 195, #2; 229, #2; 263, #2</p> <p>TE: R12, Comunicación; 1C, Chapter Project; 28C, Chapter Project; 60C, Chapter Project; 96C, Chapter Project; 132C, Chapter Project; 164C, Chapter Project; 200C, Chapter Project; 234C, Chapter Project; 300C, Chapter Project</p> |

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| 1.05 | Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures. | <p>SE: R20, Act. 7; R40, Act. 5; R47, Act. 6; R64, Act. 1; R67, Act. 4–6; 9, Act. 1; 10, Act. 4, InfoGap; 11, Act. 6; 12, Act. 7–9, ¿Te acuerdas?; 13, Act. 11, 13; 22, Act. 3; 26, Act. 2–3, 5; 27, Act. 8; 35, Act. 7; 39, Act. 5, InfoGap; 41, Act. 5; 42, Act. 7, 9; 44, Act. 12; 54, Act. 5; 58, Act. 2–3; 67, Act. 4; 71, Act. 5–6; 73, Act. 1; 74, Act. 5, InfoGap; 75, Act. 7–9; 77, Act. 10–11; 85, Práctica; 94, Act. 2, 4; 95, Act. 5–7; 102, ¡Así se dice!; 103, Act. 4, InfoGap; 105, Act. 2; 107, Act. 8–9; 109, Act. 10; 110, Act. 14; 111, Act. 16; 116, Práctica; 126, Act. 2; 130, Act. 2–3; 131, Act. 4–6; 139, Act. 6; 141, Act. 1, 4, InfoGap; 142, Act. 5–6; 143, Act. 8; 144, Act. 10–11; 145, Act. 12, 14; 152, Act. 1–3; 153, Act. 4; 162, Act. 2–3; 163, Act. 6–7; 169, ¡Así se dice!; 170, Act. 2; 171, Act. 5; 174, Act. 2, 4; 177, Act. 3–4, InfoGap; 179, Act. 6–7; 181, Act. 9; 187, Act. 1–2; 194, Act. 1–3; 198, Act. 2; 199, Act. 4–6; 210, Act. 3; 213, Act. 3; 215, Act. 5, InfoGap; 217, Act. 8–9; 228, Act. 6; 232, Act. 2–3; 233, Act. 5–6; 240, Act. 4; 243, InfoGap; 246, Act. 7–8, 10; 247, Act. 12; 249, Act. 15; 256, Práctica; 266, Act. 3; 267, Act. 4–5; 274, Act. 3–4, InfoGap; 277, Act. 2–3; 279, Act. 5–8; 281, Act. 11; 283, ¡Así se dice!; 298, Act. 2, 4; 299, Act. 5; 306, Act. 3; 307, Act. 8; 308, Act. 10, InfoGap; 311, Act. 2; 312, Act. 4; 317, Act. 11; 323, Práctica; 330, Act. 2; 335, Act. 4</p> <p>TE: R6, Differentiation; R25, Comunicación; R53, Differentiation; R60, Teaching Options; R62, Comunicación; R63, Differentiation; 1C, Chapter Project; 4, Differentiation; 27, Glencoe Technology; 28C, Chapter Project; 36, Differentiation; 47, Differentiation; 58, Glencoe Technology; 64, Teach; 95, Glencoe Technology; 96C, Chapter Project; 115, Comunicación; 131, Glencoe Technology; 136, Differentiation; 137, Cultura, Comunicación; 146, Differentiation; 163, Glencoe Technology; 168, Teach; 169, Comunicación; 173, Comunicación; 179, Differentiation; 182, Differentiation; 204, Teach; 208, Present; 218, Differentiation; 233, Glencoe Technology; 267, Glencoe Technology; 282, Conexiones; 283, ¡Así se dice!; 300C, Chapter Project; 307, Comunicación; 318, Differentiation</p> |
| Competency Goal 2 | INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language. | |

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| 2.01 | Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences, and passages. | <p>SE: R5, Act. 4–5; R6, A; R15, Act. 3; R16, A; R27, Act. 3; R28, A; R30, Act. 2; R33, Act. 6; R39, Act. 1, 3; R40, Act. 4; R42, A, B; R45, Act. 3; R52, A; R53, Act. 1–2; R55, Act. 4; R56, Act. 6; R61, Act. 1; R62, Act. 2; R63, A; R65, Act. 3; 6, Act. 1–2; 7, Act. 5; 10, Act. 2–3; 15, A–B; 26, Act. 1–2; 27, Act. 6; 34, Act. 1, 3; 35, Act. 6; 38, Act. 1–3; 40, Act. 3; 42, Act. 8; 45, Act. 14; 47, A; 51, ¿Comprendes?; 58, Act. 1; 59, Act. 4; 66, Act. 1; 70, Act. 1; 77, Act. 12; 79, A, B; 83, A, C; 94, Act. 1–2; 102, Act. 1, 3; 103, Act. 5; 109, Act. 11; 113, A; 115, A–B; 130, Act. 1; 138, Act. 1; 147, A–B; 151, B–E; 162, Act. 1; 163, Act. 4–6; 170, Act. 1; 174, Act. 1; 175, Act. 6; 183, A; 185, A–B, D; 198, Act. 1; 206, Act. 1; 207, Act. 4; 213, Act. 2; 219, A–B; 223, B; 232, Act. 1–2; 233, Act. 4; 240, Act. 3; 242, Act. 1; 243, Act. 2; 244, Act. 5; 251, Act. A–D; 255, B; 266, Act. 1–2; 274, Act. 1; 275, Act. 5; 283, A–B; 287, A, C–D; 298, Act. 1; 306, Act. 1; 314, Act. 6; 315, Act. 7; 316, Act. 9; 319, A–B; 321, A; 334, Act. 1–2; 335, Act. 4–6</p> <p>TE: R37, Differentiation; 20, Differentiation; 52, Differentiation; 85, Introducción; 89, Differentiation; 108, Glencoe Technology; 124, Differentiation; 131, Glencoe Technology; 156, Differentiation; 163, Glencoe Technology; 192, Differentiation; 227, Differentiation; 233, Glencoe Technology; 260, Differentiation; 267, Glencoe Technology; 292, Differentiation; 299, Glencoe Technology; 328, Differentiation; 335, Glencoe Technology</p> |

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| 2.02 | Demonstrate understanding of oral and written questions relating to familiar and less familiar topics. | <p>SE: R4, Act. 2; R8, Act. 1; R9, Act. 3; R14, Act. 2; R20, Act. 6; R30, Act. 1; R32, Act. 4; R45, Act. 1–2; R47, Act. 7–8; R51, Act. 2; R55, Act. 3; R56, Act. 5; R57, Act. 7; R62, Act. 3; R65, Act. 2; 7, Act. 4; 34, Act. 2; 43, Act. 10; 44, Act. 11; 45, Act. 13; 66, Act. 2; 70, Act. 2; 73, Act. 2, 4; 94, Act. 3; 95, Act. 8; 102, Act. 2; 106, Act. 6; 110, Act. 13; 138, Act. 2–3; 143, Act. 7; 170, Act. 3; 176, Act. 1; 177, Act. 2; 179, Act. 5; 181, Act. 8; 198, Act. 3; 206, Act. 2; 213, Act. 1; 215, Act. 4; 233, Act. 4; 240, Act. 2; 244, Act. 4; 246, Act. 9; 247, Act. 11; 248–249, Act. 14; 274, Act. 2; 277, Act. 1; 280, Act. 9; 281, Act. 10; 298, Act. 3; 306, Act. 2; 307, Act. 5, 7; 308, Act. 9; 311, Act. 1; 312, Act. 3; 313, Act. 5; 315, Act. 8; 317, Act. 10; 334, Act. 3</p> <p>TE: R50, Teach, Differentiation; 2–3, Cultural Snapshot; 30–31, Cultural Snapshot; 37, Tips for Success; 58, Glencoe Technology; 62–63, Cultural Snapshot; 98–99, Cultural Snapshot; 118, Teach; 120, Teach; 121, Core Instruction; 122, Teach; 134–135, Cultural Snapshot; 153, Teach; 154, Teach; 166–167, Cultural Snapshot; 168, Teach; 187, Introducción; 188, Teach; 189, Tips for Success; 202–203, Cultural Snapshot; 208, Present; 220, Teach; 225, Teach; 236–237, Cultural Snapshot; 270–271, Cultural Snapshot</p> |
| 2.03 | Understand and follow oral and written directions, commands, and requests originating from a variety of sources including authentic materials. | <p>SE: 11, El imperativo formal; 13, El imperativo familiar—formas negativas; 22, Act. 4; 233, Act. 6; 334, Act. 2</p> <p>TE: R3, Differentiation; R12, TPR; R13, Differentiation, TPR; R24, TPR; R25, TPR; 5, TPR; 11, Teach, Differentiation; 32, TPR; 33, TPR; 36, TPR; 64, TPR; 95, Glencoe Technology; 101, TPR; 137, TPR; 169, TPR; 205, TPR; 273, TPR</p> |
| 2.04 | Identify main ideas and significant details from longer authentic spoken passages from the target cultures (e.g., live and recorded discussions, presentations, lectures) or from materials being studied in another class. | <p>SE: 87, A–E; 155, A–D; 223, D–F; 225, A–C; 259, A–F; 291, A–E; 327, A–D</p> <p>TE: 15, Comunidades; 222, Teaching Options</p> |

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| 2.05 | Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material). | <p>SE: 16, Una receta hispana; 17, A–C; 18, Una receta para «la ropa vieja»; 19, ¿Comprendes?; 86, El hermano ausente en la cena de Pascua; 87, A–D; 118–122, El mensajero de San Martín; 123, A–B; 153–154, El conde Lucanor; 155, A–B; 188–190, Temprano y con sol; 191, B–C; 220–222, Las artes; 223, D, F; 225, No sé por qué piensas tú, A, B; 229, #2; 258, A Julia de Burgos; 259, A–E; 287, B, E; 289–290, Oda a la alcachofa; 291, A–E; 324–326, Un día de éstos; 327, A–B</p> <p>TE: 65, Learning from Realia; 69, Teaching Options; 74, Learning from Realia; 86, Teach; 87, Teaching Options; 103, Learning from Realia; 118, Teach; 120, Teach; 121, Core Instruction; 122, Teach; 153, Teach; 154, Teach; 183, Learning from Realia; 188, Teach; 189, Tips for Success; 225, Teach; 327, Comunicación</p> |
| 2.06 | Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials. | <p>SE: R6, B; R63, B; 15, C; 49, C; 83, B; 87, E; 113, B; 123, E; 147, C–E; 151, A; 155, C; 183, C; 185, C; 191, D; 223, A; 225, C; 259, E; 283, C; 287, B, E; 291, B; 319, C; 327, C–D</p> <p>TE: 15, Glencoe Technology; 47, Glencoe Technology; 113, Comunicación, Glencoe Technology</p> |
| 2.07 | Recognize intonation patterns and their effect on meaning. | <p>SE: 222, Federico García Lorca; 225, Estrategia</p> <p>TE: R6, Differentiation; R41, Teach; R53, Differentiation; 47, Differentiation; 105, Act. 2; 132C, Chapter Project; 250, Teach; 318, Differentiation; 326, Teach</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 | Narrate and describe with detail in present, past, and future time orally and in writing. | <p>SE: R16, B; R27, Act. 4; R33, Act. 7–8; R42, C; R57, Act. 9; R62, Act. 4; R67, Act. 7–8; 26, Act. 4; 27, Act. 8; 38, Act. 2 Expansión, Act. 3 Expansión; 39, Act. 4; 41, Act. 4 Expansión; 47, B; 54, Act. 3; 55, #2; 66, Act. 2 Expansión; 67, Act. 5; 70, Act. 2 Expansión, Act. 4; 79, C; 90, Act. 4; 91, #2; 94, Act. 3; 102, Act. 2 Expansión; 107, Act. 8 Expansión; 127, #2; 159, #2; 163, Act. 8; 175, Foldables; 177, Act. 2 Expansión; 183, B; 194, Act. 4; 229, #2; 263, #2; 283, D; 295, #2; 299, Act. 6; 307, Act. 7 Expansión; 308, Act. 9 Expansión; 311, Act. 1 Expansión, Act. 2 Expansión; 315, Act. 7 Expansión; 331, #2</p> <p>TE: R3, Writing Development; R5, Comunicación; R27, Writing Development; R57, Writing Development; R61, Differentiation, Teaching Options; R62, Comunicación; 27, Glencoe Technology; 67, Writing Development; 78, Differentiation; 95, Pre-AP; 96C, Chapter Project; 113, Differentiation; 131, Pre-AP; 132D, Día de los Santos Inocentes; 163, Pre-AP, Glencoe Technology; 170, Differentiation; 183, Writing Development; 199, Pre-AP; 200D, Carnaval; 205, Differentiation; 233, Glencoe Technology; 234D, Día de los Niños; 237, Comunicación; 267, Pre-AP, Glencoe Technology; 277, Writing Development; 299, Glencoe Technology, Pre-AP; 318, Differentiation; 335, Pre-AP</p> |
| 3.02 | Compose and present stories, poems, and skits. | <p>SE: R40, Act. 5; 47, C; 267, Act. 6; 299, Act. 6</p> <p>TE: R15, Differentiation; R25, Comunicación; R33, Writing Development; R62, Comunicación; R63, Differentiation; R65, Differentiation; 28C, Chapter Project; 36, Differentiation; 47, ¿Comprendes? B; 96C, Chapter Project; 122, Differentiation; 132C, Chapter Project; 137, Comunicación; 146, Differentiation; 169, Comunicación; 173, Comunicación; 182, Differentiation; 218, Differentiation; 282, Conexiones; 290, Differentiation; 300C, Chapter Project; 307, Comunicación</p> |
| 3.03 | Compose messages, announcements, notes, advertisements, postcards, or simple letters beyond personal experiences. | <p>SE: 6, Act. 3; 195, #2</p> <p>TE: R16, Differentiation; 33, Comunicación; 60C, Chapter Project; 65, Differentiation; 69, Differentiation; 149, Comparaciones; 164C, Chapter Project; 173, Comparaciones; 200C, Chapter Project; 268C, Chapter Project; 305, Comunicación</p> |

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| 3.04 | Explain a simple process, incorporating instructions. | SE: 23, #2; 275, Foldables TE: 1C, Chapter Project |
| 3.05 | Summarize and interpret information from authentic material orally and in writing. | SE: 87, B; 123, C; 155, D TE: 15, Comunidades; 71, GeoVistas; 122, Writing Development; 191, Writing Development; 223, Writing Development; 225, Writing Development |
| 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 | Use practices characteristic of the target cultures for daily activities among peers and adults. | SE: R40, Act. 5; 262, Act. 1 TE: R25, Comunicación; R62, Comunicación; R63, Differentiation; R65, Differentiation; 1C, Chapter Project; 28C, Chapter Project; 132D, Día de los Santos Inocentes; 137, Cultura; 139, Heritage Speakers; 169, Comunicación |
| 4.02 | Compare and contrast patterns of behavior or interaction among the target cultures. | SE: 148–150, ¿Buen comportamiento o mal comportamiento? TE: 28D, ¿Caminar o conducir?; 139, Heritage Speakers; 165, Spotlight on Culture; 237, Comunicación |
| 4.03 | Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures. | SE: 79, Video; 80–82, Celebraciones y ritos de pasaje; 83, B TE: R36, Teach; 1C, Chapter Project; 19, Cultura; 60D, Ojo de Dios; 64, Differentiation; 79, Glencoe Technology; 132D, Día de los Santos Inocentes; 147, Glencoe Technology; 164D, Día de los Reyes; 200D, Chachachá; 285, Differentiation; 300D, Inti Raymi |

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| 4.04 | Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures. | <p>SE: 86, El hermano ausente en la cena de Pascua; 118–122, El mensajero de San Martín; 153–154, El conde Lucanor; 155, Después de leer; 202; Introducción al tema; 225, No sé por qué piensas tú; 289–290, Oda a la alcachofa</p> <p>TE: 1D, Connection to Fine Art; 96D, Tango; 154, Differentiation; 200C, Chapter Project; 202–203, Cultural Snapshot; 204, Teach; 205, Differentiation; 209, Differentiation; 221, Conexiones</p> |
| 4.05 | Compare and contrast geographical features of target countries to show their relationship to the culture. | <p>SE: 270, Introducción al tema</p> <p>TE: R25, Cultura; 71, GeoVistas; 164C, Chapter Project; 184, GeoVistas</p> |
| 4.06 | Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures. | <p>SE: 50, Médicos Sin Fronteras; 115, C; 117, Fondo histórico; 220–222, Las artes; 236, Introducción al tema; 252–254, Latinos en Estados Unidos; 257, Introducción; 263, Tarea; 282, ¿Los tomates son venenosos?!; 284–286, Historia de la comida; 288, Introducción; 295, Tarea; 323, Introducción</p> <p>TE: 1D, Connection to Fine Art; 39, Cultura; 60D, Mariachi; 96D, Día de la Raza, Tango; 117, Conexiones; 164D, Mambo; 200C, Chapter Project; 200D, Chachachá; 202–203, Cultural Snapshot; 207, Conexiones; 209, Differentiation; 211, Glencoe Technology; 221, Conexiones; 224, Conexiones; 234D, Tejano; 236–237, Cultural Snapshot; 237, Comunicación; 238, Heritage Speakers; 241, Glencoe Technology; 268D, Cinco de Mayo, Merengue; 282, Conexiones; 300D, La música andina</p> |
| 4.07 | Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures. | <p>SE: SH40–SH53; R8, Cultura; 30, Introducción al tema; 48–49, Vida activa y buena salud; 98, Introducción al tema; 165, Aquí y Allí; 166, Introducción al tema</p> <p>TE: R9, Comparaciones; 1D, La dieta; 83, Glencoe Technology; 108, Glencoe Technology; 221, Glencoe Technology; 253, Glencoe Technology; 321, Glencoe Technology; 323, Heritage Speakers</p> |

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| 4.08 | Compare and contrast cultural products, practices, and perspectives among cultures with the same language in order to dispel stereotyping. | <p>SE: SH40–SH53; R39, Act. 2; 2, Introducción al tema; 83, Cultura; 148–150, ¿Buen comportamiento o mal comportamiento?; 262, Act. 3; 269, Aquí y Allí; 270, Introducción al tema; 284–286, Historia de la comida</p> <p>TE: 1, Spotlight on Culture; 2–3, Cultural Snapshot; 7, Cultural Snapshot; 16, Heritage Speakers; 19, Cultura; 60D, Ojo de Dios, Mariachi; 62–63, Cultural Snapshot; 65, Cultura; 69, Cultura, Glencoe Technology; 82, Heritage Speakers; 96D, Tango; 132D, Reggaetón; 139, Heritage Speakers; 149, About the Spanish Language; 164D, Día de los Reyes; 200D, Carnaval; 237, Comunicación; 268D, Merengue; 270–271, Cultural Snapshot</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 | Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s). | <p>SE: 61, QuickPass (Challenge—Music Activity)</p> <p>TE: 234D, Tejano; 283, About the Spanish Language</p> |
| 5.02 | Compare and contrast structural patterns in the target language and his/her own language(s). | <p>SE: R19, Verbos reflexivos; R21, Act. 8; R46, Interesar, aburrir, gustar; R47, Act. 6–8; 44, Comparación de igualdad, Conexiones; 72, Conexiones; 214, Cláusulas con si; 245, Usos especiales del artículo definido; 247, Uso especial del artículo indefinido; 276, La voz pasiva; 277, Act. 4; 278, Los pronombres relativos; 280, Expresiones de tiempo con hace y hacía; 310, Por y para; 312, Por y para con expresiones de tiempo; 313, Por y para con el infinitivo; 314, Otros usos de por y para</p> <p>TE: R46, Why It Works!; 212, Teach; 258, Teaching Options</p> |
| 5.03 | Investigate the similarities and differences of various literary genres in the target language and his/her own. | <p>SE: 118, Estrategia; 152, Estrategia; 188, Estrategia</p> <p>TE: 123, Conexiones; 188, Teach; 208, Conexiones; 209, About the Spanish Language</p> |

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| 5.04 | Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication. | SE: 45, Refrán; 77, Refrán; 111, Refrán; 145, Refrán; 148–150, ¿Buen comportamiento o mal comportamiento?; 181, Refrán; 217, Refrán; 249, Refrán; 281, Refrán TE: 45, Refrán; 77, Refrán; 111, Refrán; 145, Refrán; 181, Refrán; 217, Refrán; 249, Refrán; 281, Refrán |
| 5.05 | Explain the changing nature of language. | SE: 42, ¡Ojalá! ¡Quizás! ¡Tal vez!; 152, Estrategia; 275, Act. 7 TE: 72, Conexiones |
| 5.06 | Understand selected economic, political, and social events that have shaped the target culture and their relationship to the United States across time. | SE: SH54–SH55; 235, Aquí y Allí; 236, Introducción al tema; 252–254, Latinos en Estados Unidos; 255, A, C TE: 96D, Día de la Raza, Tango; 221, Conexiones; 224, Conexiones; 234C, Chapter Project; 235, Spotlight on Culture; 236–237, Cultural Snapshot; 237, Comunicación; 241, Glencoe Technology; 254, GeoVistas |
| 5.07 | Research how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures. | SE: 158, Act. 3 TE: 200C, Chapter Project |
| 5.08 | Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture. | SE: 13, Refrán; 45, Refrán; 77, Refrán; 111, Refrán; 145, Refrán; 181, Refrán; 217, Refrán; 249, Refrán; 281, Refrán TE: 13, Refrán; 45, Refrán; 77, Refrán; 111, Refrán; 145, Refrán; 181, Refrán; 217, Refrán; 249, Refrán; 281, Refrán |
| 5.09 | Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture. | SE: 1, Aquí y Allí; 29, Aquí y Allí; 30, Introducción al tema; 61, Aquí y Allí; 62, Introducción al tema; 83, D; 133, Aquí y Allí; 134, Introducción al tema; 158, Act. 2; 201, Aquí y Allí; 295, Tarea; 317, Refrán TE: 1D, La dieta; 1, Spotlight on Culture; 28D, ¿Caminar o conducir?; 62–63, Cultural Snapshot; 65, Comparaciones, Heritage Speakers; 66, Cultural Snapshot; 68, Cultura; 82, Comparaciones; 114, Cultura; 97, Spotlight on Culture; 132D, Día de los Santos Inocentes; 133, Spotlight on Culture; 149, Comparaciones; 150, Cultura; 173, Comparaciones; 201, Spotlight on Culture; 234D, Día de los Niños; 268C, Chapter Project; 269, Spotlight on Culture; 273, Comunidades; 317, Refrán |

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| Competency Goal 6 | CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language. | |
| 6.01 | Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines. | SE: SH54–SH55; 95, Act. 7; 115, C TE: 50, Conexiones; 71, GeoVistas; 164C, Chapter Project; 200C, Chapter Project; 211, Glencoe Technology; 221, Conexiones; 234C, Chapter Project; 234D, Tejano; 268C, Chapter Project; 300D, Inti Raymi, La música andina |
| 6.02 | Discuss, exchange, and analyze information acquired from other disciplines in the target language. | SE: 6, Act. 3; 210, Act. 1–2; 249, Conexiones; 255, Conexiones TE: 28D, Connection to Fine Art; 59, Conexiones; 117, Conexiones; 185, Glencoe Technology; 208, Conexiones; 214, GeoVistas; 224, Conexiones; 255, Conexiones; 268C, Chapter Project; 286, Differentiation |
| 6.03 | Transfer information acquired in the foreign language class for use in other disciplines. | SE: R15, Act. 4; 6, Conexiones; 34, Conexiones; 44, Conexiones; 72, Conexiones; 207, Conexiones; 210, Act. 1–2; 220–222, Las artes; 242, Conexiones TE: 1D, La dieta, Connection to Fine Art; 28D, ¿Caminar o conducir?; 44, Conexiones; 85, Conexiones; 109, Conexiones; 115, GeoVistas; 132D, Reggaetón; 138, GeoVistas; 164D, Mambo; 200D, Chachachá; 234C, Chapter Project |
| 6.04 | Recognize and apply learning strategies, processes, and skills from other disciplines. | SE: SH2–SH7, Reading and Succeeding; R4, Act. 1, 3; R14, Act. 1; R26, Act. 1; R32, Act. 5; R51, Act. 1; 6, Act. 3; 7, Act. 5; 12, Act. 10; 13, Act. 12; 23, Writing Strategy, #1; 27, Act. 6; 34, Act. 4; 35, Act. 5; 39, Act. 6; 49, A; 55, Writing Strategy, #1; 70, Act. 3; 83, E; 90, Act. 1; 91, Writing Strategy, #1; 109, Act. 12; 110, Act. 15; 126, Act. 2; 127, Writing Strategy, #1; 139, Act. 5, 7; 159, Writing Strategy; 171, Act. 4; 174, Act. 3; 191, A; 195, #1; 199, Act. 7; 206, Act. 3; 210, Act. 5; 211, Act. 7; 229, Writing Strategy, #1; 245, Conexiones; 263, Writing Strategy, #1; 275, Act. 6; 287, A, C; 295, Writing Strategy, #1; 298, Act. 2; 307, Act. 6; 331, Writing Strategy, #1 TE: 10, GeoVistas; 47, GeoVistas; 113, Comunicación; 115, GeoVistas; 138, GeoVistas; 149, Comparaciones; 183, Glencoe Technology; 184, GeoVistas; 205, Differentiation; 209, Teaching Options; 214, GeoVistas; 221, Glencoe Technology; 224, GeoVistas; 272, Differentiation; 278, GeoVistas; 322, GeoVistas |

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| 6.05 | Develop learning strategies in the target language which can be used in other disciplines. | SE: SH2–SH7, Reading and Succeeding; 16, Estrategia de lectura; 48, Estrategia de lectura; 86, Estrategia; 103, Act. 5; 118, Estrategia; 152, Estrategia; 188, Estrategia; 195, Writing Strategy; 225, Estrategia; 257, Estrategia; 263, Writing Strategy; 289, Estrategia; 324, Estrategia TE: 48, Teach; 86, Teach; 118, Teach; 221, Differentiation; 273, Comunidades |
| 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: 269, QuickPass (WebQuest) TE: 200C, Chapter Project; 285, Differentiation |
| 7.02 | Share knowledge of the target language and cultures with others. | SE: 127, Tarea; 159, Tarea; 195, Tarea, #1; 275, Act. 7 TE: 1C, Chapter Project; 65, Heritage Speakers; 82, Heritage Speakers; 132C, Chapter Project; 150, Heritage Speakers; 200C, Chapter Project; 209, Heritage Speakers; 234C, Chapter Project; 253, Heritage Speakers; 273, Comunidades; 285, Differentiation; 286, Heritage Speakers; 323, Heritage Speakers |
| 7.03 | Interact with people of other cultures in the target language about familiar topics. | SE: 158, Act. 3; 262, Act. 1, 3 TE: 83, Comunidades; 200C, Chapter Project; 239, Comunidades |
| 7.04 | Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures. | SE: 19, Video; 83, Video; 109, Video; 147, Video; 185, Video; 221, Video; 253, Video; 287, Video; 321, Video TE: 15, Comunidades; 71, GeoVistas; 83, Glencoe Technology; 108, Glencoe Technology; 147, Glencoe Technology; 185, Glencoe Technology; 205, Comunidades; 221, Glencoe Technology; 234D, Día de los Niños; 286, Glencoe Technology; 321, Glencoe Technology |

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| 7.05 | Identify occupations within the community and beyond that require proficiency in the target language. | <p>SE: SH1, Why Learn Spanish?; 106, Act. 7; 246, Carreras; 302, Introducción al tema; 320, Una lengua importante; 327, Carreras; 330, Act. 5</p> <p>TE: 50, Conexiones; 239, Comunidades; 243, Conexiones; 246, Carreras; 300C, Chapter Project; 302–303, Cultural Snapshot; 307, Comunicación; 319, Glencoe Technology; 320, Carreras</p> |
| 7.06 | View, listen to, and read various forms of media that utilize the target language and reflect the target cultures. | <p>SE: 5, Video; 15, Video; 19, Video; 36, Video; 47, Video; 68, Video; 79, Video; 83, Video; 100, Video; 109, Video; 113, Video; 136, Video; 147, Video; 172, Video; 183, Video; 185, Video; 208, Video; 221, Video; 241, Video; 251, E, Comunidades; 253, Video; 272, Video; 287, Video; 304, Video; 319, Video; 321, Video</p> <p>TE: 5, Glencoe Technology; 15, Comunidades, Glencoe Technology; 19, Glencoe Technology; 37, Glencoe Technology; 47, Glencoe Technology; 69, Glencoe Technology; 79, Glencoe Technology; 83, Glencoe Technology; 96D, Tango; 100, Glencoe Technology; 108, Glencoe Technology; 113, Glencoe Technology; 132C, Chapter Project; 136, Glencoe Technology; 147, Glencoe Technology; 172, Glencoe Technology; 183, Glencoe Technology; 185, Glencoe Technology; 208, Glencoe Technology; 211, Glencoe Technology; 221, Glencoe Technology; 239, Comunidades; 241, Glencoe Technology; 253, Glencoe Technology; 272, Glencoe Technology; 286, Glencoe Technology; 300D, La música andina; 304, Glencoe Technology; 319, Glencoe Technology; 321, Glencoe Technology</p> |