



North Carolina Standards Correlated to Glencoe ¡Así se dice! Level 4 © 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 original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.	<p>SE: 13, Act. 1–2; 20, Act. 11; 27, Act. 1; 35, Act. 1, 3; 67, Act. 1–4; 75, Act. 14; 79, Act. 20; 81, Act. 1–5; 87, E; 89, Act. 1, 3; 117, Act. 2–3; 122, Act. 10; 125, Act. 15; 126, Act. 17; 135, Act. 1–4; 137, Act. 3; 139, D; 145, Act. 1, 4; 183, Act. 1–2; 188, Act. 6; 191, Act. 11; 193, Act. 2–3; 203, Act. 4; 229, Act. 2, 4; 235, Act. 12; 241, Act. 1, 3–4; 249, Act. 1–2, 4; 281, Act. 1–4; 293, Act. 1–3; 297, E; 301, Act. 1–4; 306, F; 331, Act. 1–3; 341, Act. 1–4; 345, C; 347, Act. 1, 4; 373, Act. 1, 3; 383, Act. 1–3; 387, D</p> <p>TE: 16, Comunicación; 32, Cultura; 49, Comunicación; 56, Comunicación; 57, Comunicación; 58, Comunicación; 82, Comunicación; 96, Comunicación; 131, Comunicación; 136, Comunicación; 140, Comunicación; 142, Comunicación; 174, Comunicación; 180, Comunicación; 233, Comunidades; 270, Comunidades; 274, Comunidades; 368, Comunicación; 372, Comunicación; 393, Comunicación</p>

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1.02	Ask and answer open-ended questions to seek and provide information and clarify meaning.	<p>SE: 19, Act. 8; 33, C; 77, Act. 16; 78, Act. 17; 120, Act. 1; 121, Act. 6; 124, Act. 11, 13; 129, Act. 25; 140, Act. 1; 194, Act. 1; 211, B; 231, Act. 1–2; 235, Act. 8; 242, Act. 1; 268, Act. 2; 283, Act. 1; 288, Act. 8; 293, Act. 1; 303, Act. 1; 336, Act. 6; 368, Act. 1; 376, Act. 5; 380, Act. 10; 381, Act. 13; 393, Act. 1</p> <p>TE: 11, Comunicación; 126, Differentiation; 129, Comunicación; 131, Comunicación; 140, Comunicación; 226, Comunicación (2); 276, Comunicación</p>
1.03	Exchange points of view, express preferences and defend opinions.	<p>SE: 35, Act. 1, 3; 65, G; 79, Act. 20; 84, B; 89, Act. 2; 95, E; 115, H; 117, Act. 5; 126, Act. 17; 129, Act. 23; 130, Act. 26; 131, Act. 29; 135, Act. 2, 4; 136, Act. 1; 145, Act. 3–4; 183, Act. 3; 187, Act. 2–3; 193, Act. 1, 3; 203, Act. 2, 4; 207, H; 223, I; 229, Act. 4; 241, Act. 2; 249, Act. 1, 3–4, Composición; 279, N; 281, Act. 1; 293, Act. 2; 301, Act. 5–6; 331, Act. 2, 6; 389, Act. 2</p> <p>TE: 11, Comunicación; 49, Comunicación; 111, Comunicación; 141, Comunicación; 143, Differentiation; 179, Conexiones; 197, C; 243, Comunidades; 358, Comunicación; 371, Heritage Speakers</p>
1.04	Demonstrate increasing self correction in communication with others.	<p>SE: 13, Composición; 35, Composición; 81, Composición; 145, Composición; 183, Composición; 193, Composición; 203, Composición; 229, Composición; 249, Composición; 281, Composición; 331, Composición; 347, Composición; 389, Composición</p> <p>TE: 1D, Scoring Rubrics; 13, Pre-AP; 52D, Scoring Rubrics; 104D, Scoring Rubrics; 168D, Scoring Rubrics; 214D, Scoring Rubrics; 266D, Scoring Rubrics; 318D, Scoring Rubrics; 366D, Scoring Rubrics</p>

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1.05	Sustain conversation using circumlocution and other strategies.	<p>SE: 13, Act. 5; 20, Act. 11; 33, C; 67, Act. 1–4; 75, Act. 14; 81, Act. 1; 122, Act. 10; 135, Act. 4; 145, Act. 3; 188, Act. 6; 235, Act. 12; 241, Act. 1–4; 288, Act. 8; 306, F</p> <p>TE: 111, Comunicación; 129, Comunicación; 131, Comunicación</p>
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures consistently.	<p>SE: 3, Act. 1, 3; 13, Act. 5; 16, Act. 4–5; 18, Act. 6–7; 19, Act. 8; 20, Act. 11; 21, Act. 12; 23, Act. 14; 25, Act. 15, 17; 28, Act. 2; 31, Act. 1–2; 33, C; 55, Act. 3; 71, Act. 6; 73, Act. 8–10; 75, Act. 12–14; 79, Act. 18; 82, Act. 2; 85, Act. 1; 91, Act. 3; 97, Act. 2; 107, Act. 2; 120, Act. 2–4; 121, Act. 5, 7; 122, Act. 8, 10; 124, Act. 12; 125, Act. 14, 16; 126, Act. 18, 19; 128, Act. 20, 22; 129, Act. 23–24; 131, Act. 27–28; 133, Act. 31–32; 135, Act. 4; 137, Act. 4; 140, Act. 2; 145, Act. 3; 147, Act. 1; 153, Act. 2; 171, Act. 2; 187, Act. 1; 188, Act. 4–6; 189, Act. 7; 190, ¿Te acuerdas?; 191, Act. 9–13; 193, Act. 1; 195, Act. 2–3; 198, Act. 2; 206, B; 208, Act. 1; 217, Act. 2, 4–5; 231, Act. 3–4; 233, Act. 5–7; 235, Act. 9–11; 237, Act. 13–14; 239, Act. 13–19; 242, Act. 2; 245, Act. 1–2; 251, Act. 1, 3; 257, Act. 1–2; 268, Act. 1; 283, Act. 2–3; 285, Act. 4–5; 286, Act. 6; 288, Act. 7–10; 290, Act. 11–15; 291, Act. 16–17; 294, Act. 1; 303, Act. 3; 306, A, F; 312, Act. 1; 321, Act. 2, 4; 334, Act. 1, 4; 336, Act. 5, 7; 337, Act. 9; 339, Act. 10–11; 341, Act. 1, 4; 342, Act. 1; 348, Act. 1; 353, Act. 1–2; 368, Act. 2; 371, D; 374, Act. 1–3; 376, Act. 6; 377, Act. 7–8; 378, Act. 9; 380, Act. 11–12; 381, Act. 14–16; 384, Act. 2–3; 393, Act. 2</p> <p>TE: 111, Comunicación; 126, Differentiation; 129, Comunicación; 131, Comunicación; 380, 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 oral and written materials without complete reliance on formally learned vocabulary and structures.	SE: 13, Act. 3; 28, Act. 1; 30, A–B, E; 33, A; 42, A–B; 49, A–B; 55, Act. 2; 84, A; 87, A–D; 91, Act. 1; 94, A; 100, A–C; 137, Act. 2; 139, A–C; 143, A–C; 151, A; 160, A–B; 165, A–B; 197, B–C; 201, A–B; 204, Act. 1; 211, A; 242, Act. 2; 244, A–B; 247, A–B; 253, B; 263, A, D–F; 297, A–B; 299, A; 308, A, D; 311, B; 315, A–C; 345, B; 362, A–B; 363, D–E, G; 389, Act. 1; 391, A, C; 399, A, C TE: 30, A, C
2.02	Demonstrate understanding of more complex oral and written questions relating to familiar and unfamiliar topics.	SE: 3, Act. 2; 15, Act. 1; 16, Act. 3; 20, Act. 10; 25, Act. 16; 37, Act. 2; 46, Act. 1; 55, Act. 1; 69, Act. 1; 71, Act. 4–5; 73, Act. 7; 75, Act. 11; 77, Act. 15; 82, Act. 1; 91, Act. 2; 97, Act. 1; 107, Act. 1; 128, Act. 21; 133, Act. 30; 140, Act. 1; 153, Act. 1 Expansión; 161, Act. 1; 171, Act. 1; 194, Act. 1; 198, Act. 1; 217, Act. 1; 242, Act. 1; 268, Act. 2; 270, A; 301, Composición; 321, Act. 1; 331, Composición; 334, Act. 2; 336, Act. 6; 347, Composición; 373, Act. 2; 375, Act. 4; 376, Act. 5; 377, Act. 7; 384, Act. 1; 393, Act. 1 TE: 48, Teach; 242, Cultural Snapshot
2.03	Understand and follow more complex oral and written directions, commands, and requests originating from a variety of sources including authentic texts.	SE: 27, Composición; 35, Composición; 67, Composición; 89, Composición; 145, Composición; 190, Mandatos directos e indirectos; 191, Act. 9–11, 13; 229, Composición; 238, Colocación de los pronombres de complemento TE: 190, Additional Vocabulary; 197, A
2.04	Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events).	SE: 7, B; 59, B; 113, F; 177, C; 221, E–F; 278, J–K; 371, A–B TE: 204, Glencoe Technology

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2.05	Demonstrate the ability to move beyond literal comprehension toward more critical reading where style and mood (e.g., sarcasm, humor, irony) may be considered.	SE: 30, C; 42, D–E; 45, A–C; 49, C; 94, B; 95, E; 149, B; 151, B; 165, F; 206, A–C; 306, C; 311, C; 391, D; 399, B TE: 253, Conexiones; 397, Reading Check
2.06	Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.	SE: 30, D; 33, B; 42, C; 45, C; 95, D–E; 149, C; 154, Estrategia; 160, C–E; 165, C–D; 206, A, C; 223, J; 225, M; 244, C; 253, A; 255, C; 263, B–C, G; 279, M; 297, D; 299, C; 306, B, E; 308, B–C; 311, A, D; 345, A; 351, A, D–E; 371, C; 387, A–B; 389, Act. 3; 399, D–E TE: 154, Estrategia
2.07	Determine meaning by interpreting tone and phrasing of native speakers.	SE: 42, D; 45, C; 49, C; 93, Antes de leer; 151, D; 160, E; 207, E–G; 253, A; 255, B; 263, B–C; 299, B; 306, D; 308, E; 351, B; 363, C, I; 391, B; 394, Antes de leer; 399, F TE: 38, Teach; 252, Differentiation; 396, Reading Check
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	Compose narrations and detailed descriptions in present, past, and future time orally and in writing.	SE: 13, Act. 3–4; 27, Act. 2–3, Composición; 35, Act. 2; 42, E; 49, D–E; 81, Act. 2, Composición; 101, D; 117, Act. 1, Composición; 135, Act. 3; 149, D; 151, C; 193, Composición; 203, Act. 3; 206, D; 229, Act. 3; 241, Composición; 255, A; 293, Composición; 297, E; 301, Composición; 315, D; 325, E; 328, H; 347, Act. 3, Composición TE: 16, Comunicación; 247, Comunicación; 276, Comunicación
3.02	Create and present poetry, short plays, and stories.	SE: 13, Act. 5; 33, C; 145, Act. 2; 331, Composición TE: 113, Differentiation; 139, Differentiation; 297, E; 298, Differentiation; 357, Differentiation

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3.03	Develop in writing an organized summary, composition, report, or article.	SE: 13, Composición; 27, Composición; 35, Composición; 49, D–E; 67, Composición; 89, Composición; 95, E; 117, Act. 4; 145, Composición; 183, Composición; 203, Composición; 207, I; 229, Composición; 249, Composición; 253, C; 263, G; 281, Composición; 293, Composición; 301, Composición; 345, D; 347, Composición; 351, C, F; 363, J–K; 373, Composición; 389, Composición TE: 226, Comunicación (1), Comunicación (2)
3.04	Prepare oral and written reports on topics studied in the foreign language classroom and/or in other disciplines.	SE: 13, Composición; 27, Act. 4; 35, Composición; 67, Composición; 89, Composición; 95, D; 117, Act. 4; 145, Act. 2; 345, E TE: 84, Differentiation; 141, Comunicación; 175, Comunicación; 226, Comunicación (1); 274, Comunicación
3.05	Explain a complex process incorporating detailed instructions.	SE: 193, Act. 4, Composición TE: 65, Comunicación; 181, Comunicación; 279, Comunicación
3.06	Complete authentic forms and documents.	SE: 215, QuickPass (WebQuest) TE: 170, Glencoe Technology (WebQuest)
3.07	Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.	SE: 30, D; 42, D; 45, D; 94, B–C; 139, D; 149, B–C, E; 151, B, D; 160, E; 165, E–F; 206, D; 207, E, I; 253, C; 255, C; 263, G; 308, E; 347, Act. 2; 351, C, F; 363, F, H; 391, C–D; 399, D, F TE: 49, Comunicación

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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	Use practices characteristic of the target cultures in a variety of contexts.	SE: 13, Act. 5; 145, Act. 2 TE: 11, Differentiation; 65, Comunicación; 279, Comunicación
4.02	Analyze and discuss variations of patterns of behavior or interaction within target cultures.	SE: 180, Islas de San Blas, Panamá, D; 181, Comida; 210, me llamo Rigoberta Menchú; 211, A–B; 281, Composición TE: 18, Cultura; 65, Heritage Speakers; 209, Cultura; 211, Cultura; 227, Heritage Speakers; 269, Cultura
4.03	Make inferences about the target cultures and their people by participating in and experiencing customs, traditions and celebrations.	SE: 50, Episodio 3; 389, Act. 2 TE: 65, Comunicación; 279, Comunicación
4.04	Analyze and discuss historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the people of the target cultures.	SE: 30, Conexiones; 39–41, Canción del pirata; 44, La primavera besaba; 47–48, El niño al que se le murió el amigo; 93, ¡Quién sabe!; 98–99, Los comentarios reales; 148, Martín Fierro; 150, Los niños lloraban; 155–159, Historia de dos cachorros de coatí; 205, Lo fatal; 206, Canción de otoño en primavera; 210, me llamo Rigoberta Menchú; 252, En paz; 254, Aquí; 259–262, Malinche; 305, Búcate plata; 307, Sensemayá; 310, El ave y el nido; 313–314, Mi padre; 349–350, Los maderos de San Juan; 355–361, Vivir para contarla; 391, Desde la nieve; 395–398, El caballo mago TE: 38, Teach; 93, Cultura; 205, Cultura; 313, Cultura

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4.05	Examine the geographical features of the target countries and explain their impact on the peoples and their cultures.	<p>SE: 4–5, La geografía; 5, A; 11, Comida; 13, Composición; 56, La geografía; 65, Comida; 67, Composición; 83, Nuevas explosiones en volcán Tungurahua; 108–110, La geografía; 114, La Patagonia y Tierra del Fuego; 115, Comida; 155–159, Historia de dos cachorros de coatí; 172–173, La geografía; 181, Comida; 218, La geografía; 227, Comida, Q; 269–270, La geografía, El clima; 270, A; 279, Comida, L; 322–323, La geografía; 323, A; 329, Comida</p> <p>TE: 269, Cultura</p>
4.06	Evaluate the impact of influential people and events, and their contributions to the global community.	<p>SE: 6–10, Una ojeada histórica; 13, Act. 3; 38, Introducción; 43, Introducción; 47, Introducción; 58–64, Una ojeada histórica; 63, F; 92, Introducción; 98, Introducción; 111–114, Una ojeada histórica; 111, D; 112, E; 147, Introducción; 149, A; 150, Introducción; 154, Introducción; 162, Introducción; 166, Episodios 1–3; 174–175, Civilización precolombina—los mayas; 175, B; 205, Introducción; 209, Introducción; 220–226, Una ojeada histórica; 221, E–F; 225, N; 226, O; 229, Act. 2, 5; 252, Introducción; 254, Introducción; 258, Introducción; 271–278, Una ojeada histórica; 273, E; 275, G; 304, Introducción; 324–328, Una ojeada histórica; 325, D–E; 327, F; 331, Act. 4; 344, Una multitud celebró; 354, Introducción; 373, Act. 2; 387, C; 389, Act. 1; 390, Introducción; 394, Introducción</p> <p>TE: 111, Cultura; 148, Cultura; 275, Conexiones; 354, Conexiones</p>

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4.07	Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.	SE: 50, Episodios 1–3; 83, Nuevas explosiones en volcán Tungurahua; 102, Episodios 1–3; 141–142, Cuando hay que dejar el hogar; 166, Episodios 1–3; 196–197, Entrenamiento: Los beneficios y el por qué perseverar; 199–200, Amigos con «cédula»; 212, Episodios 1–3; 243, Cantarán en San Ildefonso Bon Jovi y Fito Páez; 246, Películas que se estrenan esta semana; 264, Episodios 1–3; 295–296, Lucha por preservar muralla de San Juan; 298, Cuando calienta el sol aquí en la playa; 316, Episodios 1–3; 343, Un tren en honor de Macondo; 344, Una multitud celebró; 364, Episodios 1–3; 385, Mariachis de alma y corazón; 386–387, Charros de corazón; 400, Episodios 1–3 TE: 65, Heritage Speakers
4.08	Discuss and dispel stereotypical images associated with the target culture(s).	SE: 67, Act. 1 TE: 59, Cultura; 369, Glencoe Technology (WebQuest)
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	Recognize and examine regional and national dialects (e.g., male and female languages in Japan) within the target language and his/her own language(s).	SE: 18, En otras partes TE: 10, About the Spanish Language; 18, About the Spanish Language; 111, Cultura; 112, About the Spanish Language; 114, About the Spanish Language; 185, About the Spanish Language; 208, About the Spanish Language; 234, About the Spanish Language; 276, Conexiones; 314, About the Spanish Language; 386, About the Spanish Language
5.02	Compare and contrast structural patterns in the target language and his/her own language(s).	SE: 70, Imperfecto y pretérito; 76, Comparaciones; 123, ¿Ser o estar?; 130, Verbos como gustar; 132, ¿Te acuerdas?; 230, Verbos reflexivos; 232, La voz pasiva TE: 74, Teach

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5.03	Explore the similarities and differences of various literary genres in the target language and his/her own.	SE: 42, Conexiones; 160, Conexiones TE: 36, Tips for Success; 98, Estrategia; 148, Cultura; 162, Introducción
5.04	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	SE: 45, C; 130, Verbos como gustar #2 TE: 44, Conexiones; 46, About the Spanish Language; 98, About the Spanish Language; 151, About the Spanish Language; 234, About the Spanish Language
5.05	Describe how languages influence each other.	SE: 6–7, Los moros; 7, B TE: 370, About the Spanish Language
5.06	Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).	SE: 281, Act. 4 TE: 32, Cultura; 142, Cultura; 277, Conexiones
5.07	Analyze 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: 389, Composición TE: 54, Glencoe Technology (WebQuest)
5.08	Analyze cultural perspective as reflected in a variety of literary genres and compare and contrast to his/her own culture.	SE: 42, Conexiones TE: 44, Conexiones
5.09	Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.	SE: 100, Comparaciones; 345, D TE: 4, Cultura; 142, Cultura; 172, Cultura; 209, Cultura; 211, Cultura; 233, Comunidades
Competency Goal 6	CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	

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6.01	Acquire information from a variety of authentic sources in the target language about topics that are common to other disciplines.	<p>SE: 29, Sobreviviente recuerda bombardeo a Guernica; 32, Mueren cinco inmigrantes al naufragar en Tarifa; 50, Episodios 1–3; 86, Mentores y mentados; 102, Episodios 1–3; 138, El pronóstico meteorológico; 166, Episodios 1–3; 196–197, Entrenamiento: Los beneficios y el por qué perseverar; 229, Act. 1, 5; 264, Episodios 1–3; 273, D; 316, Episodios 1–3; 331, Act. 5; 364, Episodios 1–3; 400, Episodios 1–3</p> <p>TE: 63, Conexiones; 274, Comunicación</p>
6.02	Synthesize information from authentic sources relating to other disciplines.	<p>SE: 95, D; 117, Act. 4; 389, Act. 3</p> <p>TE: 197, C</p>
6.03	Present formally information from authentic sources relating to other disciplines.	<p>SE: 35, Composición; 95, D; 117, Composición; 229, Act. 1; 345, E</p> <p>TE: 59, Cultura; 113, Differentiation; 175, Comunicación; 274, Comunicación; 59, Cultura</p>
6.04	Transfer information acquired in the foreign class for use in other disciplines.	<p>SE: 4–5, La geografía; 5, A; 6–10, Una ojeada histórica; 9, C; 10, D; 11, Comida, E; 15, Act. 2; 19, Act. 9, Conexiones; 21, Act. 13; 30, Conexiones; 56, La geografía; 57, A, Conexiones; 58–64, Una ojeada histórica; 61, C–D; 62, E; 63, F; 65, Comida; 69, Act. 2; 70, Act. 3; 110, A–B; 111, C; 114, G; 173, A; 176–177, Capitales centroamericanas; 178–180, Visitas históricas; 181, E; 217, Act. 3; 219, A–C; 223, G–H; 225, K–L; 227, P; 270, C; 275, F; 277, H–I; 323, B–C; 327, G; 369–370, Latinos en Estados Unidos</p> <p>TE: 2, Conexiones; 30, Conexiones; 58, Conexiones; 173, Conexiones; 179, Conexiones; 211, Conexiones; 222, Conexiones; 224, Conexiones; 270, Conexiones; 271, Conexiones; 272, Conexiones; 274, Conexiones; 275, Conexiones; 276, Conexiones; 277, Conexiones; 309, Conexiones; 324, Conexiones; 368, Comunicación</p>

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6.05	Recognize and apply learning strategies, processes, and skills from other disciplines.	<p>SE: 3, Act. 4; 27, Act. 4, Composición; 31, Act. 3; 37, Act. 4; 42, C; 47, Antes de leer; 55, Act. 4; 67, Composición; 79, Act. 19; 81, Act. 5; 87, D; 89, Composición; 117, Act. 1, Composición; 122, Act. 9; 145, Composición; 183, Composición; 189, Act. 8; 193, Composición; 203, Act. 1; 221, D; 229, Composición; 241, Composición; 247, B; 249, Composición; 251, Act. 2; 257, Act. 3; 270, B; 281, Act. 2, Composición; 297, C; 301, Composición; 303, Act. 2; 321, Act. 3; 329, I; 331, Composición; 368, Act. 3; 373, Composición</p> <p>TE: 3, Conexiones; 54, Differentiation; 110, Conexiones; 130, Differentiation; 141, Comunicación; 175, Comunicación; 218, Conexiones; 220, Differentiation; 231, Differentiation; 235, Differentiation; 253, Conexiones; 269, Conexiones; 322, Conexiones</p>
6.06	Develop learning strategies in the target language which can be used in other disciplines.	<p>SE: 29, Antes de leer; 93, Antes de leer; 98, Estrategia; 154, Estrategia; 163, Estrategia; 209, Estrategia; 252, Antes de leer; 258, Estrategia; 313, Estrategia; 354, Estrategia</p> <p>TE: 4, Reading Strategy; 98, Estrategia; 154, Estrategia</p>
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.	<p>SE: 367, QuickPass (WebQuest)</p> <p>TE: 369, Glencoe Technology (WebQuest); 386, Comunidades</p>

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7.02	Share knowledge of the target language and cultures with others.	SE: 389, Composición TE: 9, Conexiones; 10, Comunicación; 63, Heritage Speakers; 107, Heritage Speakers; 170, Heritage Speakers; 181, Heritage Speakers; 218, Conexiones; 226, Comunicación (2); 272, Conexiones; 275, Heritage Speakers; 277, Heritage Speakers; 327, Heritage Speakers; 371, Heritage Speakers; 385, Heritage Speakers
7.03	Interact with people of other cultures in the target language about familiar topics.	SE: 371, D; 389, Composición TE: 279, 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: 50, Episodios 1–3; 102, Episodios 1–3; 166, Episodios 1–3; 212, Episodios 1–3; 264, Episodios 1–3; 316, Episodios 1–3; 364, Episodios 1–3; 400, Episodios 1–3 TE: 279, Comunidades
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	SE: 87, Carreras; 122, Carreras TE: 174, Carreras

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7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	<p>SE: 29, Sobreviviente recuerda bombardeo a Guernica; 32, Mueren cinco inmigrantes al naufragar en Tarifa; 50, Episodios 1–3; 83, Nuevas explosiones en volcán Tungurahua; 86, Mentores y mentados; 101, E; 102, Episodios 1–3; 138, El pronóstico meteorológico; 141–142, Cuando hay que dejar el hogar; 166, Episodios 1–3; 196–197, Entrenamiento: Los beneficios y el por qué perseverar; 199–200, Amigos con «cédula»; 212, Episodios 1–3; 243, Cantarán en San Ildefonso Bon Jovi y Fito Páez; 246, Películas que se estrenan esta semana; 264, Episodios 1–3; 295–296, Lucha por preservar muralla de San Juan; 298, Cuando calienta el sol aquí en la playa; 316, Episodios 1–3; 343, Un tren en honor de Macondo; 344, Una multitud celebró; 364, Episodios 1–3; 385, Mariachis de alma y corazón; 386–387, Charros de corazón; 400, Episodios 1–3</p> <p>TE: 63, Conexiones; 113, Cultura</p>