



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

Standard	Learning Expectations and Performance Indicators	Where Taught
Standard Number 1 (Goal One):	Communicate in a Language Other Than English	
1.1	<p>In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • express likes, dislikes, and personal preferences (e.g., people, events, favorite activities, food); • express needs, feelings, and ideas related to everyday situations (e.g., personal response to a movie, agreement or disagreement on a topic); • exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time); • ask and answer information questions. 	<p>SE: p. 9, Act. 5; p. 10, Act. 1; p. 11, Act. 5; p. 13, Act. 2–3; p. 14, Act. 3; p. 15, Act. 7, InfoGap; p. 16, Act. 1; p. 25, Act. 7; p. 28, InfoGap; p. 29, Act. 4; p. 36, Act. 10, 12; p. 37, Act. 13; p. 41, C–D; p. 48, Act. 1–3; p. 53, Act. 4; p. 61, Act. 4, InfoGap; p. 65, Act. 4, 7; p. 68, Act. 5; p. 71, Act. 9–11; p. 72, Act. 12–13, Foldables; p. 75, D; p. 81, Act. 3; p. 82, Act. 1–2, 4; p. 94, Act. 3; p. 95, Act. 6, 8; p. 99, Act. 5; p. 101, Act. 2; p. 102, Act. 3, Act. 5 Expansión; p. 103, Act. 6; p. 106, Act. 9–10, InfoGap; p. 108, Act. 12; p. 117, Act. 4; p. 118, Act. 1–4; p. 119, Tarea; p. 122, Act. 2–3; p. 126, Introducción al tema; p. 130, Foldables, Act. 3; p. 131, Act. 5; p. 134, Act. 2, InfoGap; p. 135, Act. 4, 6; p. 137, Act. 3; p. 138, Act. 5–6; p. 139, Act. 7; p. 141, Act. 11, 13; p. 142, Act. 15–16; p. 147, C; p. 152, Act. 1–3; p. 156, Act. 2; p. 164, Act. 3; p. 165, Act. 4; p. 169, Act. 7; p. 171, Act. 4; p. 173, Act. 6, 9; p. 174, Act. 11, Foldables; p. 176, Act. 13–16, InfoGap; p. 177, Act. 18; p. 179, C; p. 186, Act. 1–4; p. 191, Act. 5; p. 199, Act. 9–10; p. 207, InfoGap; p. 209, Act. 15; p. 210, Act. 17–18; p. 220, Act. 1, 4</p> <p>TE: p. 10, Differentiation; p. 12, Teach, Teaching Options; p. 14, Teach; p. 15, InfoGap; pp. 20–21, Cultural Snapshot; p. 22, Teach; p. 24, Comunicación; p. 26, Tips for Success; p. 37, Pre-AP; p. 38, Comunidades; p. 40, Quick Start; pp. 56–57, Cultural Snapshot; p. 58, Differentiation; p. 61, InfoGap; p. 62, Teach; p. 67, Act. 3; p. 68, Act. 5; p. 80, Differentiation; p. 88C, Chapter Project; p. 92, Teach; p. 97, Differentiation; p. 99, Differentiation, Comunicación; p. 101, Glencoe Technology; p. 105, Differentiation; p. 107, InfoGap; p. 116, Differentiation; p. 124C, Chapter Project; p. 130, Act. 3; p. 134, InfoGap; p. 141, Comunicación; p. 144, Differentiation; p. 145, Pre-AP; p. 157, Differentiation; p. 176, InfoGap; p. 179, Teaching Options; p. 185, Differentiation; p. 186, Tips for Success; p. 192D, Connection to Fine Art; p. 202, Teaching Options; p. 207,</p>

		InfoGap; p. 213, A, D; p. 218, Differentiation; p. 399, Core Instruction; p. 402, Differentiation; p. 403, Core Instruction; p. 404, Tips for Success; p. 405, Differentiation
1.2	<p>Understand and interpret both written and spoken forms of the target language on a variety of topics.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size); • give and follow simple instructions (e.g., in games, with partners or groups, giving commands suggested by a picture). 	<p>SE: p. 5, Act. 4; p. 9, Cultura; p. 15, Act. 5–6; p. 16, Act. 1, 3; p. 24, Act. 1, 3; p. 25, Act. 8; p. 28, Act. 1–2; p. 29, Act. 4; p. 31, Act. 2; p. 33, Act. 3–4; p. 36, Act. 9, Act. 11 Expansión; p. 39, Refrán; p. 41, A–D; p. 42, Reading Checks; p. 43, A, C; p. 45, A; p. 47, Act. 8; p. 52, Act. 1; p. 60, Act. 1, 3; p. 61, Act. 4; p. 64, Act. 1; p. 67, Act. 2 Expansión, Act. 3; p. 68, Act. 5; p. 71, Act. 9, 11; p. 72, Act. 14–15; p. 73, Refrán; p. 75, A–D; p. 76, Reading Checks; p. 77, A–B, D; p. 79, ¿Comprendes?; p. 80, Act. 1; p. 86, Act. 1–2; p. 87, Act. 5; p. 94, Act. 1–2; p. 95, Act. 4–5; p. 98, Act. 1–3; p. 99, Act. 4, 6; p. 101, Act. 2; p. 102, Act. 3, 5; p. 103, Act. 6; p. 106, Act. 9; p. 109, Refrán; p. 111, A–C; p. 112, Reading Checks; p. 113, A, C; p. 115, ¿Comprendes?; p. 116, Act. 2; p. 117, Act. 8; p. 119, Tarea; p. 122, Act. 1; p. 130, Act. 1–2; p. 131, Act. 4; p. 134, Act. 1–2; p. 135, Act. 4 Expansión; p. 137, Act. 1; p. 141, Act. 11; p. 143, Refrán; p. 145, A–C; p. 146, Reading Checks; p. 147, A, C; p. 149, ¿Comprendes?; p. 150, Act. 1–3; p. 156, Act. 1; p. 164, Act. 1, 3; p. 168, Act. 1–3; p. 169, Act. 5–6; p. 171, Act. 1; p. 173, Act. 6; p. 177, Refrán; p. 179, A–C; p. 180, Reading Checks; p. 181, A–C; p. 183, ¿Comprendes?; p. 184, Act. 1; p. 186, Act. 1; p. 190, Act. 1; p. 191, Act. 7; p. 198, Act. 1–2; p. 202, Act. 1–2; p. 204, Act. 1; p. 205, Act. 4; p. 211, Act. 19, Refrán; p. 213, A–D; p. 214, Reading Checks, Durante la lectura; p. 215, A–C, E; p. 217, ¿Comprendes?; p. 218, Act. 1–3; p. 219, Act. 7; p. 224, Act. 1; p. 225, Act. 6; p. 398, Práctica; p. 401, A–E; p. 402, Práctica; p. 405, A–D</p> <p>TE: p. 16, Teaching Options; pp. 20–21, Cultural Snapshot; p. 23, TPR; p. 35, Glencoe Technology; pp. 56–57, Cultural Snapshot; p. 59, TPR; p. 65, Heritage Speakers; p. 69, Glencoe Technology; p. 70, Comunidades; p. 73, Pronunciación; p. 74, Quick Start; p. 76, Teach; p. 77, D, Differentiation; p. 78, Teach; pp. 90–91, Cultural Snapshot; p. 93, TPR; p. 95, Comunicación; p. 97, TPR; p. 100, Quick Start; p. 101, Glencoe Technology; p. 102, Act. 5; p. 110, Quick Start, Differentiation; p. 112, Teach; p. 113, Glencoe Technology; p. 114, Teach; p. 128, Teach, TPR; p. 133, Differentiation, Glencoe Technology, TPR; p. 141, Comunicación; p. 144, Differentiation; p. 145, Pre-AP; p. 146, Teach; p. 147, Writing Development; p. 148, Teach; p. 162, Teach; p. 163, Differentiation, TPR; p. 167, TPR; p. 176, Comunicación; p. 177, Refrán; p. 180, Teach, Writing Development; p. 182, Differentiation; p. 196, Teach; p. 197, TPR; p. 199, Act. 9, Comunicación; p. 200, TPR; p. 205, Differentiation; p. 212, Differentiation; p. 213, Cultural Snapshot; p. 214, Teach; p. 215, Differentiation; p. 398, Teaching Options; p. 399, Core Instruction; p. 400, Differentiation; p. 402, Teaching Options; p. 403, Core Instruction; p. 404, Tips for Success</p>
1.3	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>SE: p. 2, Act. 1–2; p. 3, Act. 5–6; p. 4, Act. 1–3; p. 5, Act. 5; p. 6, Act. 1; p. 7, Act. 2–3; p. 9, Act. 5; p. 10, Act. 1; p. 13, Act. 2–3; p. 15, Act. 4–5; p. 16, Act. 1; p. 20, Introducción al tema; p. 24, Act. 3–4; p. 25, Act. 5, 9; p. 29, Act. 5; p. 34, Act. 7; p. 37, Act. 13; p. 43, C; p. 48, Act. 1, 3–4; p. 49, Tarea; p. 53, Act. 7; p. 61, Act. 4 Expansión,</p>

	<p>The student is able to:</p> <ul style="list-style-type: none"> describe assorted objects and people (e.g., dress, types of dwellings, foods); use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging names, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests). 	<p>Act. 7; p. 65, Act. 4 Expansión, Act. 7; p. 67, Act. 2 Expansión; p. 68, Act. 6; p. 72, Act. 13; Foldables; p. 75, C; p. 77, D; p. 82, Act. 1, 3–4; p. 83, Tarea; p. 87, Act. 6; p. 94, Act. 3 Expansión; p. 95, Act. 7; p. 99, Act. 5; p. 109, Act. 16; p. 118, Act. 1–4; p. 119, Tarea; p. 122, Act. 2–3; p. 123, Act. 4; p. 135, Act. 4 Expansión; p. 137, Act. 4; p. 139, Act. 9; p. 142, Act. 15; p. 145, D; p. 147, B; p. 152, Act. 4–5; p. 153, Tarea; p. 157, Act. 7; p. 164, Act. 3 Expansión; p. 171, Act. 3; p. 173, Act. 7, 9; p. 174, Act. 10 Expansión, Act. 12; p. 176, Act. 17; p. 177, Act. 18; p. 179, B; p. 186, Act. 4–5; p. 187, Tarea; p. 190, Act. 2; p. 199, Act. 7, 9; p. 202, Act. 2 Expansión; p. 203, Act. 6; p. 205, Act. 5; p. 207, Act. 9 Expansión; p. 210, Act. 18; p. 213, B–C; p. 215, B, D; p. 219, Act. 6; p. 220, Act. 2–3; p. 221, Tarea; p. 224, Act. 4; p. 401, D; p. 405, B</p> <p>TE: p. 2, Teach; p. 3, Differentiation; p. 5, Tips for Success, Differentiation; p. 6, Differentiation; p. 18C, Chapter Project; pp. 20–21, Cultural Snapshot; p. 22, Heritage Speakers; p. 24, Comunicación; p. 26, Quick Start; p. 28, Act. 2; p. 29, Act. 4; p. 35, Differentiation; p. 41, Differentiation, Writing Development; p. 42, Differentiation; p. 49, Differentiation; p. 53, Heritage Speakers; p. 54C, Chapter Project; p. 65, Heritage Speakers; p. 69, Conexiones; p. 70, Quick Start; p. 72, Writing Development, Comunicación; p. 74, Differentiation; p. 77, D; p. 83, Differentiation; p. 87, Cultural Snapshot; p. 88C, Chapter Project; p. 92, Quick Start; p. 95, Comunicación; p. 96, Teach; p. 101, Glencoe Technology; p. 105, Differentiation; p. 110, Differentiation; p. 124C, Chapter Project; p. 124D, Connection to Fine Art; pp. 126–127, Cultural Snapshot; p. 133, Differentiation; p. 138, Comunidades; p. 139, Writing Development, Comunicación; p. 142, Comunicación; p. 144, Differentiation; p. 145, Pre-AP; p. 147, Writing Development; p. 152, Act. 2–3; p. 157, Differentiation; p. 158C, Chapter Project; p. 163, ¡Así se dice!; p. 164, Differentiation, Writing Development, Heritage Speakers; p. 167, Differentiation; p. 174, Comunicación, Act. 12; p. 176, Comunicación; p. 178, Differentiation; p. 179, Writing Development; p. 180, Writing Development; p. 182, Differentiation; p. 192C, Chapter Project; p. 194, Estados Unidos; p. 199, Act. 7; p. 201, Differentiation; p. 206, Quick Start; p. 212, Quick Start, Differentiation; p. 215, Differentiation; p. 225, Pre-AP; p. 398, Teaching Options; p. 399, Core Instruction; p. 402, Teaching Options, Differentiation; p. 403, Core Instruction</p>
<p>Standard Number 2 (Goal Two):</p>	<p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>2.1</p>	<p>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> identify, compare and develop modes of interaction, gestures, oral 	<p>SE: pp. SH44–SH65, GeoVistas; p. 3, Act. 7; p. 41, GeoVistas; p. 68, Video; p. 76, Una familia ecuatoriana; p. 77, D; p. 81, Act. 6; p. 90, Introducción al tema; p. 113, Cultura; p. 135, GeoVistas; p. 143, Cultura; p. 145, Conexiones; p. 146, La comida en otras partes; p. 147, D, GeoVistas; p. 148, Una merienda ¿Dónde?, p. 149, ¿Comprendes?; p. 151, Act. 7; p. 153, Tarea; p. 168, Conexiones; p. 173, GeoVistas; p. 181, GeoVistas; p. 182, Roberto Clemente; p. 183, ¿Comprendes?; p. 207, GeoVistas; p. 218, GeoVistas; pp. 399–400, El Cid; p. 403, Introducción; pp. 403–404, Iztaccíhuatl y Popocatepetl</p>

	<p>expressions, greetings, leave-takings and common classroom interactions;</p> <ul style="list-style-type: none"> • develop familiarity with basic geographical features (countries, capitals, major rivers, mountain ranges, natural resources, etc.) of the regions being studied; • develop familiarity with basic historical moments and figures. 	<p>TE: p. 7, Cultural Snapshot; p. 18D, Connection to Fine Art; p. 25, Cultural Snapshot; p. 33, Cultural Snapshot; p. 38, Cultural Snapshot; p. 43, GeoVistas; p. 44, Teach; p. 45, Conexiones; p. 68, Cultural Snapshot; p. 69, Glencoe Technology; p. 76, Teach, Cultural Snapshot; p. 78, GeoVistas; p. 88D, Connection to Fine Art; p. 104, Cultural Snapshot, GeoVistas; p. 106, Glencoe Technology; p. 113, Cultural Snapshot; p. 115, Cultural Snapshot; p. 122, Cultural Snapshot; p. 124D, Habla en verso, Connection to Fine Art; p. 133, Glencoe Technology; p. 142, Cultural Snapshot; p. 154, Cultural Snapshot; p. 158D, Connection to Fine Art; p. 159, Spotlight on Culture; p. 160, Present; p. 170, Cultural Snapshot; p. 180, Cultural Snapshot; p. 181, Cultural Snapshot; p. 182, Cultural Snapshot, Cultura; p. 188, Cultural Snapshot; p. 192D, Connection to Fine Art; p. 193, Spotlight on Culture; p. 195, España; p. 204, Cultural Snapshot; p. 206, Cultural Snapshot; p. 207, Cultural Snapshot, GeoVistas; p. 214, Conexiones; p. 216, Cultural Snapshot; p. 217, Conexiones; p. 397, Cultural Snapshot; p. 400, Cultural Snapshot; p. 403, Cultural Snapshot; p. 405, Cultural Snapshot</p>
2.2	<p>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • begin to experience songs, stories, games, traditional celebrations, art, literature, film, and other products of the cultures being studied; • develop the vocabulary necessary for discussing housing, food, dress, and other tangible items of everyday life in the cultures being studied. 	<p>SE: pp. SH44–SH65, GeoVistas; p. 9, Cultura; p. 11, Conexiones; p. 41, GeoVistas; p. 56, Introducción al tema; p. 68, Video; p. 70, Comunidades; p. 77, D; p. 125, Aquí y Allí; p. 126, Introducción al tema; p. 128, En otras partes; p. 131, En otras partes; p. 133, En otras partes; p. 143, Cultura; p. 146, La comida en otras partes; p. 147, B; p. 151, Act. 7; p. 153, Tarea; p. 173, GeoVistas; p. 181, GeoVistas; p. 204, Cultura; p. 206, Cultura; p. 207, GeoVistas; p. 214, El Periquillo Sarniento; p. 216, Lazarillo de Tormes; p. 218, GeoVistas; p. 399, Introducción; pp. 399–400, El Cid; p. 403, Introducción; pp. 403–404, Iztaccíhuatl y Popocatépetl</p> <p>TE: p. 9, Heritage Speakers; p. 18D, Recipe, Los tejidos, Connection to Fine Art; p. 47, Cultural Snapshot; p. 54D, Recipe, Connection to Fine Art; pp. 56–57, Cultural Snapshot; p. 69, Glencoe Technology; p. 70, Comunidades; p. 71, Heritage Speakers; p. 88D, Recipe, Connection to Fine Art; pp. 90–91, Cultural Snapshot; p. 106, Glencoe Technology; p. 124C, Chapter Project; p. 124D, Recipe, Habla en verso, Connection to Fine Art; pp. 126–127, Cultural Snapshot; p. 129, En otras partes, Heritage Speakers; p. 132, Additional Vocabulary; p. 133, Differentiation, Heritage Speakers; p. 147, Heritage Speakers; p. 158D, Recipe, Dominó, Connection to Fine Art; p. 167, Additional Vocabulary, About the Spanish Language; p. 192D, Recipe, Connection to Fine Art; p. 204, Cultural Snapshot; p. 206, Cultural Snapshot; p. 215, Why It Works!; p. 217, Conexiones; p. 222, Cultural Snapshot; p. 396, Literary Reader; p. 397, Cultural Snapshot; p. 403, Cultural Snapshot; p. 404, Cultural Snapshot</p>
Standard Number 3 (Goal Three):	Connect with Other Disciplines and Acquire Information	
3.1	Reinforce and further knowledge of other disciplines through the foreign language.	<p>SE: pp. SH44–SH65, GeoVistas; p. 8, Counting in Spanish, Act. 1, 4; p. 9, Cultura, Act. 6; p. 11, Conexiones; p. 13, Cultura; p. 15, Describing the weather; p. 16, Act 3; p. 29, Conexiones; p. 32, Adjetivos; p. 34, Act. 7; p. 38, Comunidades; p. 42, Reading Strategy; p. 43, Comunidades, GeoVistas; p. 44, Dos personajes importantes,</p>

	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify words and roots from the target language class in other school subjects and extracurricular activities; • reinforce data obtained from other subjects in the target language class; • recognize some famous figures whose native language is the target language. 	<p>Conexiones; p. 45, A; p. 49, Writing Strategy, #1–#2; p. 60, Act. 3; p. 67, Act. 4; p. 69, Conexiones; p. 76, Reading Strategy; p. 78, GeoVistas; p. 79, Conexiones; p. 83, Writing Strategy, #1–#2; p. 87, Act. 6; p. 98, Conexiones; p. 100, Presente de los verbos en -ar; p. 102, Conexiones; p. 104, GeoVistas; p. 119, Writing Strategy; p. 123, Act. 8; p. 131, Conexiones; p. 134, Act. 3; p. 135, GeoVistas; p. 145, C, Conexiones; p. 146, Reading Strategy; p. 147, D, GeoVistas; p. 153, Writing Strategy, #1–#2; p. 160, Honduras; p. 165, Act. 5–6; p. 168, Conexiones; p. 169, Cultura; p. 173, GeoVistas; p. 177, Act. 18; p. 180, Reading Strategy, Los deportes de equipo; p. 181, D, GeoVistas; p. 182, Roberto Clemente; p. 185, Act. 6; p. 187, Writing Strategy, #1–#2; p. 194, Introducción al tema; p. 199, Act. 9; p. 203, Act. 6–7, Conexiones; p. 205, Act. 5; p. 207, GeoVistas; p. 210, Los pronombres le, les; p. 214, Reading Strategy, El Periquillo Sarniento, Antes de leer, Reading Check (1), Durante la lectura; p. 216, Lazarillo de Tormes; p. 218, GeoVistas; p. 219, Act. 7; p. 221, Writing Strategy, #1–#2; p. 398, Cultura; p. 399, Introducción; pp. 399–400, El Cid; p. 401, E; pp. 403–404, Iztaccíhuatl y Popocatepetl; p. 405, A</p> <p>TE: p. 8, Teaching Options; p. 11, Cultura; p. 13, Tips for Success; p. 15, Differentiation; p. 18C, Chapter Project; p. 18D, Connection to Fine Art; p. 36, Differentiation; p. 38, Comunidades; p. 41, Differentiation, Act. C–D; p. 43, GeoVistas; p. 44, Teach; p. 45, Conexiones; p. 54C, Chapter Project; p. 54D, Connection to Fine Art; p. 65, TPR; p. 68, Cultural Snapshot; p. 69, Conexiones; p. 78, GeoVistas; p. 79, Conexiones; p. 88D, Connection to Fine Art; p. 98, Conexiones; p. 108, Act. 14–15; p. 115, Cultural Snapshot; p. 124D, Connection to Fine Art; pp. 126–127, Cultural Snapshot; p. 131, Act. 5, Conexiones; p. 133, Differentiation; p. 135, Cultural Snapshot; p. 142, Cultural Snapshot; p. 145, Conexiones; p. 146, Teach, Differentiation; p. 147, D; p. 149, Cultural Snapshot; p. 158C, Chapter Project; p. 158D, Connection to Fine Art; p. 160, Present; pp. 160–161, Cultural Snapshot; p. 165, Act. 5; p. 171, Cultural Snapshot; p. 176, Comunicación; p. 179, Glencoe Technology; p. 181, Cultural Snapshot; p. 182, Cultura; p. 192C, Chapter Project; p. 192D, Recibe, Campaña de salud, Connection to Fine Art; p. 201, Differentiation; p. 203, Conexiones; p. 206, Cultural Snapshot; p. 214, Conexiones; p. 216, Cultural Snapshot; p. 217, Conexiones; p. 396, Literary Reader; p. 397, Tips for Success; p. 399, Cultural Snapshot; p. 400, Cultural Snapshot, Differentiation; p. 401, Cultural Snapshot; p. 403, Cultural Snapshot</p>
<p>3.2</p>	<p>Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify idiomatic expressions in both languages; 	<p>SE: p. 11, Conexiones; p. 34, El verbo ser #2; p. 35, Act. 8; p. 36, Act. 10–11; p. 38, Act. 16, Comunidades; p. 39, Refrán; p. 44, Conexiones; p. 60, Nota; p. 66, El verbo tener #2; p. 67, Act. 3–4; p. 69, Act. 7; p. 73, Refrán; p. 100, Presente de los verbos en -ar; p. 101, Act. 2; p. 102, Act. 3–5; p. 103, Act. 6–7; p. 104, Act. 8; p. 105, Los verbos ir, dar, estar; p. 106, Act. 9–11; p. 108, ¡Ojo!; p. 109, Refrán; p. 116, Act. 3; p. 117, Act. 4–5; p. 136, Presente de los verbos en -er, -ir; p. 137, Act. 1–3; p. 138, Act. 5–6; p. 139, Act. 7–8; p. 140, Expresiones con el infinitivo #2; p. 143, Refrán; p. 151, Act. 4; p. 156, Act. 3; p. 157, Act. 5–6; p. 167, ¡Así se dice!; p. 175, Los verbos interesar, aburrir, gustar; p. 176, Act. 13–14; p. 177, Refrán; p. 185, Act. 4–5; p. 205, Act. 3; p. 211,</p>

	<ul style="list-style-type: none"> recognize the difference in time and person as related to verb forms; use new information and perspectives to expand their personal knowledge. 	<p>Refrán; p. 214, El Periquillo Sarniento; p. 216, Lazarillo de Tormes; p. 219, Act. 4; pp. 399–400, El Cid; pp. 403–404, Iztaccíhuatl y Popocatepetl</p> <p>TE: p. 34, Teach; p. 44, Tips for Success; p. 67, Act. 2; p. 70, Comunidades; p. 73, Refrán; p. 88D, Connection to Fine Art; p. 101, Act. 2; p. 110, Heritage Speakers; p. 115, Cultural Snapshot; p. 129, Heritage Speakers; p. 133, Heritage Speakers; p. 135, Learning from Realía; p. 138, Comunidades; p. 140, Quick Start; p. 141, Cultural Snapshot; p. 143, Refrán; p. 147, Heritage Speakers; p. 164, Heritage Speakers; p. 166, Quick Start; p. 170, Cultural Snapshot; p. 171, Cultural Snapshot; p. 179, Glencoe Technology; p. 181, Cultural Snapshot; p. 196, About the Spanish Language; p. 198, Cultural Snapshot; p. 201, About the Spanish Language; p. 204, Cultural Snapshot; p. 206, Cultural Snapshot; p. 213, Cultural Snapshot; p. 397, Cultural Snapshot</p>
Standard Number 4 (Goal Four):	Develop Insight into the Nature of Language and Culture	
4.1	<p>Demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> recognize “borrowed” words and cognates; be familiar with similarities and differences in sound system and pronunciation; identify basic grammar differences (e.g., gender, noun/adjective agreement); demonstrate awareness of formal and informal language; identify idiomatic expressions in both languages; recognize the difference in time and person as related to verb forms. 	<p>SE: p. 2, Act. 3, Cultura; p. 3, Act. 4, 6, Cultura, text below Act. 5; p. 10, Cultura, Nota; p. 13, ¡Ojo!; p. 17, Juego; p. 27, ¡Ojo!; p. 30, Artículos y sustantivos, Comparaciones; p. 31, Act. 1; p. 32, Adjetivos; p. 33, Act. 3–6; p. 34, El verbo ser #2; p. 35, El verbo ser # 3; p. 36, Act. 10–11; p. 37, Act. 14; p. 38, Act. 16–17; p. 39, Pronunciación, Refrán; p. 46, Act. 2, 4; p. 47, Act. 5, 7; p. 50, Gramática; p. 51, Juego; p. 58, ¡Ojo!; p. 60, Act. 2, Nota; p. 63, ¡Así se dice!; p. 66, El verbo tener #2, Act. 1; p. 67, Act. 2–4; p. 69, Act. 7; p. 70, Los adjetivos posesivos, ¡Ojo!; p. 72, Act. 12; p. 73, Pronunciación, Refrán; p. 81, Act. 4–5; p. 84, Gramática; p. 85, Juego; p. 86, Act. 3; p. 87, Act. 4; p. 93, ¡Ojo!; p. 95, Comparaciones; p. 100, Presente de los verbos en -ar, Comparaciones; p. 101, Act. 2; p. 102, Act. 3–5, Act. 5 Expansión; p. 103, Act. 6–7; p. 104, Act. 8; p. 105, Los verbos ir, dar, estar; p. 106, Act. 9–11; p. 107, Las contracciones al y del; p. 108, Act. 14–15; p. 109, Pronunciación, Refrán; p. 112, Reading Strategy, Escuelas aquí y en Latinoamérica, Antes de leer, Durante la lectura, Después de leer; p. 116, Act. 3; p. 117, Act. 4–5, 7; p. 120, A personal; p. 121, Juego; p. 136, Presente de los verbos en -er, -ir; p. 137, Act. 1–3, ¡Ojo!; p. 138, Act. 5–6; p. 139, Act. 7–8; p. 143, Pronunciación, Refrán; p. 151, Act. 4; p. 155, Juego; p. 156, Act. 3; p. 157, Act. 5–6; p. 167, ¡Ojo!; p. 171, Act. 5; p. 174, Act. 10; p. 175, Los verbos interesar, aburrir, gustar, ¿Lo sabes?; p. 176, Act. 13–14, InfoGap; p. 177, Pronunciación, Refrán; p. 185, Act. 4–5; p. 186, Act. 1, 3; p. 188, Los verbos interesar, aburrir, gustar; p. 189, Juego; p. 190, Act. 3; p. 191, Act. 4; p. 196, ¡Ojo!; p. 197 ¿Lo sabes?; p. 204, Ser y estar; p. 205, Act. 3, 6; p. 206, Ser y estar, Act. 7; p. 207, Act. 8, Act. 9 Expansión, InfoGap; p. 208, Video, Act. 10, 12, Foldables; p. 209, Los pronombres me, te, nos; p. 210, Los pronombres le, les; p. 211, Act. 19, Pronunciación, Refrán; p. 219, Act. 4–5; p. 220, Act. 1–2; p. 222, Gramática; p. 223, Juego; p. 224, Act. 2–3; p. 402, Reading Tip</p> <p>TE: p. 3, Comparaciones; p. 4, En otras partes; p. 5, Differentiation; p. 7, Tips for Success; p. 17, Juego; p. 27, ¡Ojo!, TPR; p. 29, Conexiones; p. 30, Comparaciones; p. 31, Differentiation; p. 32, Quick Start, Teach, Differentiation; p. 33, Act. 5; p. 34, Teach;</p>

		<p>p. 35, Comparaciones; p. 37, Act. 14; p. 39, Refrán; p. 40, Quick Start; p. 44, Tips for Success; p. 51, Juego; p. 59, About the Spanish Language; p. 60, Tips for Success; p. 62, Quick Start; p. 66, Quick Start, Teach, Tips for Success; p. 70, Differentiation; p. 73, Pronunciación, Refrán; p. 74, Quick Start; p. 85, Juego; p. 92, Quick Start, Differentiation; p. 95, Comparaciones; p. 98, Conexiones; p. 100, Teach; p. 101, Act. 2; p. 105, Quick Start; p. 107, Quick Start; p. 109, Pronunciación, Refrán; p. 110, Quick Start, About the Spanish Language; p. 112, Teach, Comparaciones; p. 121, Juego; p. 122, Cultural Snapshot; p. 124C, Chapter Project; p. 129, About the Spanish Language; p. 131, Conexiones; p. 132, Quick Start; p. 136, Quick Start; p. 137, ¡Ojo!; p. 140, Quick Start, Cultural Snapshot; p. 143, Pronunciación, Refrán, Learning from Realia; p. 144, Quick Start, About the Spanish Language; p. 155, Juego; p. 166, Quick Start, Teach; p. 170, Quick Start; p. 175, Why It Works!, Differentiation; p. 176, InfoGap; p. 177, Pronunciación, Refrán; p. 189, Juego; p. 196, About the Spanish Language; p. 197, About the Spanish Language; p. 200, Quick Start; p. 201, About the Spanish Language; p. 204, Tips for Success; p. 206, Differentiation; p. 207, Act. 8, InfoGap; p. 209, Quick Start, Why It Works!; p. 210, Quick Start; p. 211, Pronunciación; p. 223, Juego</p>
<p>4.2</p>	<p>Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate awareness of body language and gestures in both cultures; • compare simple patterns of behavior; • identify different cultures' belief/value systems; • recognize different ways people live in different regions/communities; • be familiar with tangible products (e.g., paintings, handicrafts, foods) of many cultures; • be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of many cultures; • observe customs of different regions and countries. 	<p>SE: pp. SH44–SH65, GeoVistas; p. 3, Act. 7; p. 11, Conexiones; p. 12, Cultura; p. 13, Cultura; p. 19, Aquí y Allí; p. 20, Introducción al tema; p. 41, GeoVistas; p. 55, Aquí y Allí; p. 56, Introducción al tema; p. 68, Video; p. 70, Comunidades; p. 76, Una familia ecuatoriana; p. 78, Mascotas, Cultura; p. 89, Aquí y Allí; p. 90, Introducción al tema; p. 112, Escuelas aquí y en Latinoamérica; p. 113, C, Cultura; p. 114, ¿Quiénes trabajan?; p. 117, Act. 8; p. 125, Aquí y Allí; p. 126, Introducción al tema; p. 134, captions; p. 137, Cultura; p. 141, Comparaciones; p. 143, Cultura; p. 146, La comida en otras partes; p. 147, D; p. 148, Una merienda ¿Dónde?, Antes de leer; p. 151, Act. 7; p. 152, Act. 3; p. 153, Tarea; p. 159, Aquí y Allí; p. 160, Introducción al tema; p. 164, Comunidades; p. 165, Act. 6; p. 180, Los deportes de equipo, Durante la lectura; p. 181, D; p. 185, Act. 6; p. 193, Aquí y Allí; p. 194, Introducción al tema; p. 202, Cultura; p. 206, Cultura; p. 218, GeoVistas; pp. 399–400, El Cid; pp. 403–404, Iztaccíhuatl y Popocatépetl</p> <p>TE: p. 3, Comparaciones; p. 11, Cultura; p. 18D, Recipé, Los tejidos, Connection to Fine Art; p. 19, Spotlight on Culture; p. 23, Cultural Snapshot; p. 27, Glencoe Technology; p. 35, Glencoe Technology; p. 54D, Recipé, Connection to Fine Art; p. 57, Panamá; p. 69, Glencoe Technology; p. 71, Heritage Speakers; p. 73, Refrán; p. 78, Cultura; p. 84, Cultural Snapshot; p. 88D, Recipé; p. 89, Spotlight on Culture; p. 90, Ecuador (R); p. 95, Cultural Snapshot; p. 106, Glencoe Technology; p. 113, Cultura; p. 124D, Recipé, Habla en verso, Connection to Fine Art; p. 125, Spotlight on Culture; pp. 126–127, Cultural Snapshot; p. 147, Cultural Snapshot; p. 151, Cultural Snapshot; p. 158D, Recipé, Dominó, Connection to Fine Art; p. 159, Spotlight on Culture; pp. 160–161, Cultural Snapshot; p. 181, Cultura; p. 187, Cultural Snapshot; p. 192D, Recipé, Campaña de salud, Connection to Fine Art; p. 193, Spotlight on Culture; p. 195, Puerto Rico, Chile, España; p. 196, Cultural Snapshot; p. 198, Cultural Snapshot; p. 201, Glencoe Technology; p. 222, Cultural Snapshot; p. 405, Cultural Snapshot</p>

Standard Number 5 (Goal Five):	Participate in Multicultural Communities and Global Societies	
5.1	<p>Use the language both within and beyond the school setting.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • know professions that require proficiency in the target language; • acquire information about the target language and the target culture; • understand simple messages found on signs, posters, maps, etc. in the target language; • locate on a map and pronounce the names of countries and cities in which the target language is spoken. 	<p>SE: pp. SH44–SH65, GeoVistas; p. 24, QuickPass; p. 30, QuickPass; p. 38, Comunidades; p. 47, Act. 8; p. 49, #2; p. 64, QuickPass; p. 74, QuickPass; p. 82, Act. 2; p. 92, ¡Así se dice!; p. 94, QuickPass; p. 100, QuickPass; p. 134, QuickPass; p. 135, Act. 6, GeoVistas; p. 138, Comunidades; p. 142, Act. 16; p. 144, QuickPass; p. 147, GeoVistas; p. 164, QuickPass; p. 173, GeoVistas; p. 202, QuickPass; p. 204, QuickPass; p. 208, Foldables; p. 210, Carreras; p. 212, QuickPass</p> <p>TE: p. 9, Learning from Realia; p. 16, Cultural Snapshot; p. 18C, Chapter Project; p. 32, Learning from Realia; p. 42, Heritage Speakers, Glencoe Technology; p. 44, Teach; p. 60, Glencoe Technology; p. 76, Teach, Glencoe Technology; p. 78, GeoVistas; p. 82, Learning from Realia; p. 88C, Chapter Project; p. 101, Glencoe Technology; p. 104, GeoVistas; p. 111, Glencoe Technology, Cultural Snapshot; p. 112, Teach; p. 113, Glencoe Technology; p. 115, Cultural Snapshot; p. 118, Tips for Success; p. 124C, Chapter Project; p. 134, Glencoe Technology; p. 135, Comunicación, Cultural Snapshot, Learning from Realia; p. 136, Glencoe Technology; p. 138, Comunidades; p. 141, Cultural Snapshot; p. 143, Learning from Realia; p. 144, Glencoe Technology; p. 146, Glencoe Technology; p. 154, Cultural Snapshot; p. 158C, Chapter Project; p. 159, Spotlight on Culture; p. 165, Glencoe Technology; p. 169, Glencoe Technology; p. 179, Glencoe Technology; p. 180, Cultural Snapshot; p. 183, Glencoe Technology; p. 188, Cultural Snapshot; p. 192C, Chapter Project; p. 192D, Campaña de salud; p. 202, Glencoe Technology; p. 207, GeoVistas, Glencoe Technology; p. 216, Cultural Snapshot; p. 217, Glencoe Technology; p. 220, Tips for Success</p>
5.2	<p>Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • understand the main ideas of beginning level videos, television commercials, etc.; • write simple letters or emails in the target language to the teacher and/or classmates; • read, watch, and share news about countries where the target language is spoken. 	<p>SE: p. 27, Video; p. 62, Video; p. 68, Video, Act. 6; p. 96, Video; p. 101, Video; p. 106, Video; p. 109, Act. 16; p. 132, Video; p. 133, Video; p. 138, Video, Comunidades; p. 139, Act. 9; p. 166, Video; p. 179, Video; p. 201, Video; p. 208, Video</p> <p>TE: p. 11, Differentiation; p. 18C, Chapter Project; p. 18D, Connection to Fine Art; p. 27, Glencoe Technology; p. 35, Glencoe Technology; p. 43, Comunidades; p. 66, Differentiation; p. 70, Comunidades; p. 78, Cultura; p. 85, Differentiation; p. 88D, Connection to Fine Art; p. 106, Glencoe Technology; p. 115, Cultural Snapshot; p. 133, Glencoe Technology; p. 138, Comunidades; p. 139, Glencoe Technology; p. 154, Cultural Snapshot; p. 158C, Chapter Project; p. 166, Glencoe Technology; p. 172, Glencoe Technology; p. 179, Glencoe Technology; p. 192C, Chapter Project; p. 192D, Campaña de salud; p. 201, Glencoe Technology; p. 208, Glencoe Technology; p. 215, Why It Works!</p>