



Tennessee Standards Correlated to Glencoe ¡Así se dice! Level 1B © 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); 	<p>SE: p. R3, Act. 2; p. R4, Act. 7; p. R5, A; p. R6, Act. 1, 3; p. R8, Act. 8; p. R9, Act. 10, 12–13; p. R13, Act. 2; p. R14, ¿Comprendes?; p. R16, Act. 1, 3; p. R18, Act. 6; p. R19, Act. 9; p. R23, Act. 1, 3; p. R24, ¿Comprendes?; p. R26, Act. 1, 3–4; p. R27, Act. 6–7; p. 199, Act. 9–10; p. 207, InfoGap; p. 209, Act. 15; p. 210, Act. 17–18; p. 220, Act. 1, 4; p. 228, Introducción al tema; p. 233, Act. 4–5; p. 237, Act. 6; p. 240, Act. 5; p. 241, Act. 7, InfoGap; p. 243, Act. 13; p. 245, Act. 14; p. 246, Act. 17, 19; p. 249, C; p. 254, Act. 2; p. 256, Act. 1–5; p. 260, Act. 2; p. 269, Act. 4; p. 273, Act. 5, 7–8, InfoGap; p. 275, Act. 3; p. 276, Act. 6, Foldables; p. 282, Después de leer; p. 284, Antes de leer; p. 288, Act. 1–4; p. 296, Introducción al tema; p. 301, Act. 7; p. 304, Foldables; p. 305, Act. 4, 7; p. 307, Act. 5; p. 309, Act. 6, 9; p. 311, Act. 12; p. 312, Act. 14–15, InfoGap; p. 317, D; p. 320, Act. 3; p. 322, Act. 1–3; p. 326, Act. 3; p. 327, Act. 7; p. 334, Act. 2; p. 335, InfoGap; p. 338, Act. 1; p. 339, Act. 4, 6; p. 341, Act. 1; p. 342, Act. 5–6; p. 345, Act. 10; p. 352, Antes de leer; p. 356, Act. 2–3, 5; p. 369, InfoGap; p. 373, Act. 5; p. 376, Act. 2–3; p. 377, Act. 7; p. 379, Act. 11; p. 380, Foldables; p. 383, D; p. 384, Antes de leer, Durante la lectura, Después de leer; p. 386, Antes de leer; p. 390, Act. 1, 3–4; p. 406, A</p> <p>TE: p. R1, Cultural Snapshot; p. R2, Teach; p. R5, Teaching Options; p. R6, Quick Start; p. R7, Teaching Options; p. R9, Quick Start, Act. 12, Cultural Snapshot; p. R12, Teach; p. R18, Cultural Snapshot; p. R19, Comunidades; p. R22, Teach, Teaching Options; p. R23, Act. 3; p. R25, Quick Start; p. 192D, Connection to Fine Art; p. 202, Teaching Options; p. 207, InfoGap; p. 213, A, D; p. 218, Differentiation; p. 226C, Chapter Project; pp. 228–229, Cultural Snapshot; p. 237, Differentiation; p. 240, Act. 4; p. 241, InfoGap; p. 248, Differentiation; p. 254, Differentiation; p. 261, Differentiation; p. 262C, Chapter Project; p. 280, Quick Start, Differentiation; p. 287, Differentiation; pp. 296–297, Cultural Snapshot; p.</p>

	<ul style="list-style-type: none"> ask and answer information questions. 	<p>299, Why It Works!; p. 302, Differentiation; p. 306, Quick Start; p. 307, Differentiation; p. 308, Quick Start; p. 312, Quick Start; p. 320, Differentiation; p. 330, Present; pp. 330–331, Cultural Snapshot; p. 332, Teach; p. 333, Teaching Options; p. 335, InfoGap; p. 336, Teach; p. 342, Differentiation; p. 346, Differentiation; p. 348, Differentiation; p. 352, Differentiation; p. 354, Differentiation; p. 362C, Chapter Project; pp. 364–365, Cultural Snapshot; p. 366, Teach; p. 368, Act. 2; p. 369, InfoGap; p. 370, Teach; p. 376, Teaching Options; p. 379, Act. 8; p. 388, Differentiation; p. 395, Differentiation; p. 399, Core Instruction; p. 402, Differentiation; p. 403, Core Instruction; p. 404, Tips for Success; p. 405, Differentiation; pp. 407–408, Core Instruction</p>
<p>1.2</p>	<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. R3, Act. 1, 3–4; p. R5, A–B; p. R6, Act. 1; p. R8, Act. 8, Act. 9 Expansión; p. R9, Act. 10–11; p. R13, Act. 1–3; p. R14, ¿Comprendes?; p. R16, Act. 1, 3; p. R18, Act. 6; p. R23, Act. 2–4; p. R24, ¿Comprendes?; p. R26, Act. 1; p. R27, Act. 6; 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. 232, Act. 1, 3; p. 236, Act. 2; p. 239, Act. 1; p. 243, Act. 10; p. 245, Act. 15–16; p. 247, Refrán; p. 249, A–C; p. 250, Reading Checks; p. 251, A–C; p. 253, ¿Comprendes?; p. 254, Act. 3; p. 260, Act. 1; p. 268, Act. 1; p. 269, Act. 5; p. 272, Act. 1–2; p. 273, Act. 4; p. 276, Act. 4 Expansión; p. 278, Act. 10; p. 279, Refrán; p. 281, A–D; p. 282, Reading Checks; p. 283, A–B; p. 285, ¿Comprendes?; p. 286, Act. 2; p. 292, Act. 1; p. 293, Act. 7; p. 300, Act. 1–2, 4; p. 301, Act. 5, Act. 5 Expansión; p. 304, Act. 1–2; p. 305, Act. 5–6; p. 309, Act. 7–8; p. 310, Act. 10; p. 312, Act. 14; p. 313, Refrán; p. 315, A–C; p. 316, Reading Checks; p. 317, A–E; p. 319, ¿Comprendes?; p. 320, Act. 1–2; p. 321, Act. 4; p. 326, Act. 1; p. 334, Act. 1, Act. 2 Expansión, Act. 3; p. 335, Act. 4; p. 338, Act. 1–3; p. 339, Act. 5; p. 344, Act. 8, Act. 8 Expansión; p. 347, Refrán; p. 349, A–C; p. 350, Reading Checks; p. 351, A, C–D; p. 352, Reading Check; p. 353, ¿Comprendes?; p. 354, Act. 1; p. 360, Act. 1–2; p. 361, Act. 6, 8; p. 368, Act. 1–2; p. 369, Act. 4–5; p. 372, Act. 1–4, Act. 2 Expansión; p. 376, Act. 1–2; p. 379, Act. 10; p. 380, Act. 13; p. 381, Refrán; p. 383, A–C; p. 384, Reading Checks; p. 385, A, C; p. 387, ¿Comprendes?; p. 388, Act. 1–2; p. 389, Act. 7; p. 390, Act. 5; p. 394, Act. 1, 3; p. 398, Práctica; p. 401, A–E; p. 402, Práctica; p. 405, A–D; p. 406, A–B; p. 409, A–F</p> <p>TE: p. R1, Cultural Snapshot; p. R2, Quick Start, Teach, Differentiation; p. R7, Teaching Options; p. R9, Quick Start, Cultural Snapshot; p. R12, Teach; p. R14, Teach; p. R18, Cultural Snapshot; p. R19, Comunidades; p. R22, Teach; p. R25, Quick Start; 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; pp. 228–229, Cultural Snapshot; p. 230, Quick Start; p. 231, TPR; p. 234, Teach, TPR; p. 235, Differentiation, Glencoe Technology; p. 237, TPR; p. 246, Act. 18; p. 247, Pronunciación; p. 250, Teach; p. 252, Differentiation; pp. 264–265, Cultural Snapshot; p. 266, Teach, TPR; p. 271, Glencoe Technology, TPR; p. 273, Comunicación; p. 278, Quick Start; p. 279, Refrán; pp. 296–297, Cultural Snapshot; p. 298, Teach, About the Spanish Language; p. 299, Why It Works!, TPR; p. 302, Differentiation; p. 303, TPR; p. 306, Quick Start; p. 313,</p>

		<p>Pronunciación; p. 314, Quick Start; p. 316, Differentiation; p. 318, Teach; pp. 330–331, Cultural Snapshot; p. 332, Teach, TPR; p. 336, Teach; p. 337, TPR; p. 343, Glencoe Technology; p. 345, Comunicación; p. 347, Refrán; p. 348, Teach; p. 350, Teach; p. 352, Teach, Differentiation; p. 362D, Connection to Fine Art; p. 366, Quick Start; pp. 366–367, TPR; p. 371, TPR; p. 380, Tips for Success, Differentiation; p. 381, Teaching Options; p. 384, Teach; p. 385, 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; pp. 407–408, Core Instruction</p>
<p>1.3</p>	<p>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</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>SE: p. R4, Act. 6–7; p. R5, B; p. R6, Act. 3; p. R7, Act. 4–7; p. R8, Act. 9 Expansión; p. R9, Act. 12; p. R16, Act. 1 Expansión; p. R17, Act. 5; p. R19, Act. 8; p. R23, Act. 4; p. R26, Act. 3–4; p. R27, Act. 7; 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. 232, Act. 2 Expansión; p. 236, Act. 3 Expansión; p. 237, Act. 6; p. 239, Act. 2 Expansión, Act. 3 Expansión; p. 243, Act. 11 Expansión, Act. 13; p. 249, B–C; p. 251, B; p. 256, Act. 1, 4; p. 257, Tarea; p. 261, Act. 7; p. 268, Act. 2 Expansión; p. 272, Act. 3; p. 273, Act. 7–8; p. 275, Act. 1 Expansión; p. 281, B; p. 283, C–D; p. 289, Tarea; p. 293, Act. 6; p. 300, Act. 3; p. 301, Act. 5 Expansión, Act. 7; p. 307, Act. 4; p. 310, Act. 11; p. 315, B; p. 317, C; p. 322, Act. 4–5; p. 323, Tarea; p. 327, Act. 5; p. 334, Act. 2 Expansión; p. 341, Act. 1 Expansión, Act. 2; p. 342, Act. 5; p. 344, Act. 8 Expansión; p. 345, Act. 10; p. 346, Act. 13, Foldables; p. 349, B; p. 356, Act. 1, 4; p. 357, Tarea; p. 369, Act. 6; p. 372, Act. 2 Expansión; p. 379, Act. 11; p. 383, B; p. 385, B, D; p. 390, Act. 2, 4; p. 391, Tarea; p. 395, Act. 7; p. 401, D; p. 405, B; p. 409, F</p> <p>TE: p. R2, Teach, Differentiation; p. R3, Act. 2; p. R4, Act. 6–7; p. R5, Teach; p. R8, Teach; p. R9, Act. 11; p. R12, Quick Start, Teaching Options; p. R13, Act. 3; p. R14, Teach, Differentiation; p. R17, Comunicación; p. R19, Act. 7; p. R26, Tips for Success; p. R27, Act. 6; 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. 226C, Chapter Project; p. 232, Differentiation; p. 233, Comunicación; p. 245, Act. 14, 17; p. 246, Writing Development; p. 261, Differentiation; p. 262C, Chapter Project; p. 266, Cultura; p. 271, Teaching Options; p. 275, Writing Development; p. 276, Act. 4, Comunicación; p. 280, Differentiation; p. 283, Differentiation; p. 288, Act. 4; p. 294C, Chapter Project; p. 294D, Connection to Fine Art; p. 299, Differentiation; p. 310, Act. 10; p. 312, Quick Start; p. 318, Teach; p. 328D, Un lugar misterioso; p. 333, Differentiation; p. 335, Act. 6; p. 339, Comunicación, Differentiation; p. 344, Differentiation; p. 345, Comunicación; p. 346, Differentiation; p. 348, Differentiation; p. 349, Writing Development; p. 352, Differentiation; p. 353, Conexiones; p. 361, Pre-AP; p. 362C, Chapter Project; p. 365, Argentina, Chile, Perú; p. 367, Heritage Speakers; p. 371, Heritage Speakers; p. 373, Comunicación; p. 376, Act. 2; p. 383, Writing Development; p. 395, Differentiation, Pre-AP; p. 398, Teaching Options; p. 399, Core Instruction; p. 402, Teaching Options, Differentiation; p. 403, Core Instruction</p>

Standard Number 2 (Goal Two):	Gain Knowledge and Understanding of Other Cultures	
<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 expressions, greetings, leave-takings and common classroom interactions; • 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>SE: pp. SH44–SH65, GeoVistas; p. 207, GeoVistas; p. 218, GeoVistas; p. 249, GeoVistas; p. 250, Un día en una playa de España; p. 252, Julio en Argentina; p. 255, Act. 7; p. 256, Act. 3; p. 263, Aquí y Allí; p. 277, Cultura; p. 282, Un día de cultura latina; p. 283, C; p. 284, Domingo, día 18 de febrero, GeoVistas; p. 287, Act. 5; p. 295, Aquí y Allí; p. 296, Introducción al tema; p. 304, Foldables; p. 305, Act. 7; p. 308, Cultura; p. 310, GeoVistas, Cultura; p. 316, Mercados indígenas, Reading Check #1; p. 317, D; p. 318, De compras; p. 321, Act. 7; p. 322, Act. 5; p. 323, Tarea; p. 329, Aquí y Allí; p. 330, Introducción al tema; p. 344, GeoVistas; p. 350, El avión en la América del sur; p. 351, A–C; p. 352, Un viaje interesante; p. 353, Cultura (T); p. 355, Act. 6–7; p. 356, Act. 5; p. 383, GeoVistas; p. 384, Los mochileros; p. 386, El camping; p. 389, Act. 8; pp. 399–400, El Cid; p. 403, Introducción; pp. 403–404, Iztaccíhuatl y Popocatepetl; p. 407, Introducción</p> <p>TE: 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. 226D, Connection to Fine Art; p. 227, Cultural Snapshot; p. 238, Cultural Snapshot; p. 249, GeoVistas; p. 251, Cultural Snapshot; p. 252, Cultural Snapshot; p. 253, Cultural Snapshot; p. 256, Cultural Snapshot; p. 257, Cultural Snapshot; p. 258, Cultural Snapshot; p. 262C, Chapter Project; p. 262D, Connection to Fine Art; pp. 264–265, Cultural Snapshot; p. 265, México, Chile; p. 279, Refrán; p. 283, Differentiation; p. 284, Cultural Snapshot; p. 287, Cultural Snapshot; p. 290, Cultural Snapshot; p. 294D, Connection to Fine Art; p. 295, Spotlight on Culture; pp. 296–297, Cultural Snapshot; p. 308, Cultural Snapshot; p. 310, GeoVistas; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 329, Spotlight on Culture; p. 341, Cultural Snapshot; p. 342, Cultural Snapshot; p. 344, GeoVistas; p. 345, Cultural Snapshot; p. 349, Cultural Snapshot; p. 350, Differentiation, Cultural Snapshot; p. 351, Cultural Snapshot; p. 352, Cultural Snapshot; p. 353, Conexiones, Cultural Snapshot; p. 355, Cultural Snapshot; p. 362C, Chapter Project; p. 362D, Los gauchos, Connection to Fine Art; p. 379, Cultural Snapshot; p. 383, Cultural Snapshot; p. 385, Cultural Snapshot; p. 386, Cultural Snapshot; p. 397, Cultural Snapshot; p. 400, Cultural Snapshot; p. 403, Cultural Snapshot; p. 405, Cultural Snapshot</p>
<p>2.2</p>	<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, 	<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. 282, Un día de cultura latina; p. 283, C–D; p. 284, Domingo, día 18 de febrero, GeoVistas; p. 287, Act. 5; p. 304, Foldables; p. 305, Act. 7; p. 308, Cultura; p. 316, Mercados indígenas; p. 318, De compras; p. 321, Act. 7; p. 322, Act. 3, 5; p. 323, Tarea; p.</p>

	<p>art, literature, film, and other products of the cultures being studied;</p> <ul style="list-style-type: none"> develop the vocabulary necessary for discussing housing, food, dress, and other tangible items of everyday life in the cultures being studied. 	<p>352, Un viaje interesante, Reading Check; p. 353, Cultura (T); p. 384, Los mochileros; p. 399, Introducción; pp. 399–400, El Cid; p. 403, Introducción; pp. 403–404, Iztaccíhuatl y Popocatépetl; p. 407, Introducción; pp. 407–408, La camisa de Margarita</p> <p>TE: p. R2, Additional Vocabulary; p. R12, Quick Start; p. R13, 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. 226D, Recipe, Carnaval, Connection to Fine Art; p. 231, Glencoe Technology; p. 262C, Chapter Project; p. 262D, Recipe, Maracas, Connection to Fine Art; pp. 264–265, Cultural Snapshot; p. 265, Argentina, Bolivia; p. 267, Differentiation; p. 271, Teaching Options; p. 276, Cultural Snapshot; p. 283, Differentiation; p. 285, Cultural Snapshot; p. 294C, Chapter Project; p. 294D, Recipe, Yarn Paintings, Connection to Fine Art; pp. 296–297, Cultural Snapshot; p. 308, Cultural Snapshot; p. 315, Glencoe Technology; p. 317, Glencoe Technology; p. 322, Cultural Snapshot; p. 328D, Recipe, Un lugar misterioso, Connection to Fine Art; p. 335, Cultural Snapshot; p. 352, Cultural Snapshot; p. 353, Cultural Snapshot; p. 355, Cultural Snapshot; p. 362D, Recipe, Los gauchos, Connection to Fine Art; p. 396, Literary Reader; p. 397, Cultural Snapshot; p. 403, Cultural Snapshot; p. 404, Cultural Snapshot; p. 409, Cultural Snapshot</p>
Standard Number 3 (Goal Three):	Connect with Other Disciplines and Acquire Information	
3.1	<p>Reinforce and further knowledge of other disciplines through the foreign language.</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>SE: pp. SH44–SH65, GeoVistas; 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. 236, Act. 2; p. 237, Act. 7; p. 244, Los pronombres lo, la, los, las; p. 249, GeoVistas; p. 250, Reading Strategy; p. 252, Julio en Argentina, Antes de leer; p. 256, Act. 3; p. 257, #2; p. 260, Act. 4; p. 272, Comunidades; p. 276, Act. 4 Expansión; p. 277, Cultura; p. 282, Reading Strategy, Un día de cultura latina; p. 283, B–D; p. 284, Domingo, día 18 de febrero, GeoVistas; p. 285, Conexiones; p. 287, Act. 5; p. 289, Tarea, Writing Strategy; p. 292, Act. 3; p. 293, Act. 5, 8; p. 304, Act. 3; p. 305, Conexiones; p. 306, Los números, Comparaciones; p. 307, Act. 1, 3–4; p. 308, Cultura; p. 310, GeoVistas; p. 316, Reading Strategy; p. 323, Writing Strategy, #1–#2; p. 339, Act. 5, 7; p. 344, GeoVistas; p. 349, C; p. 350, Reading Strategy, El avión en la América del sur, Antes de leer, Durante la lectura, Después de leer; p. 351, B, D; p. 352, Un viaje interesante, Reading Check; p. 353, Cultura (T); p. 355, Act. 6–7; p. 357, Writing Strategy, #1–#2; p. 361, Act. 6–7; p. 368, Act. 3; p. 369, Act. 7; p. 376, Conexiones; p. 383, B–C, GeoVistas; p. 384, Reading Strategy; p. 398, Cultura; p. 399, Introducción; pp. 399–400, El Cid; p. 401, E; pp. 403–404, Iztaccíhuatl y Popocatépetl; p. 405, A; p. 407, Introducción; pp. 407–408, La camisa de Margarita; p. 409, D–E</p> <p>TE: p. 192C, Chapter Project; p. 192D, Recipe, Campaña de salud, Connection to Fine Art;</p>

		<p>p. 201, Differentiation; p. 203, Conexiones; p. 206, Cultural Snapshot; p. 214, Conexiones; p. 216, Cultural Snapshot; p. 217, Conexiones; p. 226D, Carnaval, Connection to Fine Art; p. 234, Quick Start; p. 244, Teach; p. 250, Teach; p. 252, Differentiation; p. 257, Cultural Snapshot; p. 262C, Chapter Project; p. 262D, Connection to Fine Art; p. 265, México; p. 270, Differentiation; p. 273, Comunicación; p. 285, Cultural Snapshot; p. 287, Cultural Snapshot; p. 294C, Chapter Project; p. 294D, Yarn Paintings, Connection to Fine Art; p. 307, Comparaciones; p. 308, Cultural Snapshot; p. 310, GeoVistas; p. 313, Differentiation; p. 314, Quick Start; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 334, Cultural Snapshot; p. 335, Cultural Snapshot; p. 337, Differentiation; p. 341, Cultural Snapshot; p. 344, GeoVistas; p. 349, C, Cultural Snapshot; p. 351, Cultural Snapshot; p. 352, Cultural Snapshot; p. 353, Conexiones, Cultural Snapshot; p. 362D, Los gauchos, Connection to Fine Art; p. 367, Differentiation; p. 375, Differentiation; p. 376, Conexiones; p. 379, Cultural Snapshot; p. 383, B–C; p. 385, Cultural Snapshot; 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. 407, Differentiation; p. 409, 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; • recognize the difference in time and person as related to verb forms; • use new information and perspectives to expand their personal knowledge. 	<p>SE: p. 205, Act. 3; p. 211, Refrán; p. 214, El Periquillo Sarniento; p. 216, Lazarillo de Tormes; p. 219, Act. 4; p. 230, En otras partes; p. 238, Pretérito de los verbos en -ar; p. 239, Act.1, 3; p. 240, Act. 4–5; p. 241, Act. 8; p. 247, Refrán; p. 255, Act. 4–5; p. 256, Act. 5; p. 274, Pretérito de los verbos en -er, -ir; p. 275, Act. 2–3; p. 276, Act. 4–5; p. 277, Los verbos oír, leer, Act. 7–8, Act. 8 Expansión; p. 279, Refrán; p. 287, Act. 3; p. 303, ¡Así se dice!; p. 305, Act. 6; p. 306, Comparaciones; p. 308, ¡Ojo!; p. 313, Refrán; p. 320, Act. 3; p. 336, ¡Así se dice!; p. 340, Presente de hacer, poner, traer, salir; p. 341, Act. 1, 3; p. 342, Act. 4; p. 343, El presente progresivo; p. 345, Act. 10; p. 347, Refrán; p. 352, Un viaje interesante; p. 355, Act. 3–5; p. 356, Act. 4; p. 360, Act. 2, 4; p. 376, Act. 3; p. 377, Act. 5–6; p. 379, Act. 8, 10; p. 380, Mandatos con favor de, Act. 12, Foldables; p. 381, Refrán; p. 388, Act. 3–4; p. 389, Act. 5; p. 390, Act. 1–2; p. 392, Gramática; p. 394, Act. 1–2; pp. 399–400, El Cid; pp. 403–404, Iztaccihuatl y Popocatepetl; pp. 407–408, La camisa de Margarita; p. 409, D</p> <p>TE: p. R1, Cultural Snapshot; p. R11, 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. 227, Cultural Snapshot; p. 232, ¿Lo sabes?; p. 238, Quick Start, Cultural Snapshot; p. 249, Cultural Snapshot; p. 262D, Maracas; p. 266, Quick Start; p. 267, Cultura; p. 272, Comunidades; p. 277, Quick Start; p. 283, Differentiation; p. 284, Cultural Snapshot; p. 285, Glencoe Technology; p. 294C, Chapter Project; p. 294D, Connection to Fine Art; p. 302, Heritage Speakers; p. 303, About the Spanish Language; p. 304, Cultural Snapshot; p. 307, Comparaciones; p. 328C, Chapter Project; p. 328D, Un lugar misterioso; p. 340, Quick Start; p. 343, Glencoe Technology; p. 344, Teaching Options; p. 353, Conexiones, Cultural Snapshot; p. 367, Heritage Speakers; p. 370, Quick Start; p. 371, Heritage Speakers; p. 377, Teaching Options; 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. R6, Act. 2; p. R8, Act. 9; p. R15, Cultura; p. R16, Act. 2; p. R17, Act. 4; p. R19, Act. 7, 9; p. R26, Act. 2; 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. 234, ¡Así se dice!; p. 235, En otras partes; p. 238, Pretérito de los verbos en -ar; p. 239, Act.1, 3; p. 240, Act. 4–5; p. 241, Act. 8; p. 242, Pretérito de ir y ser; p. 244, Los pronombres lo, la, los, las, ¿Te acuerdas?; p. 245, Act. 14–15; p. 246, Act. 17, Foldables; p. 247, Pronunciación, Refrán; p. 255, Act. 4–6; p. 256, Act. 2, 5; p. 258, Pronombres lo, la, los, las; p. 259, Juego; p. 261, Act. 6; p. 267, ¡Ojo!; p. 269, Act. 4; p. 270, ¡Así se dice!; p. 273, Act. 5–8; p. 274, Pretérito de los verbos en -er, -ir; p. 275, Act. 2–3; p. 276, Act. 4–5; p. 277, Los verbos oír, leer, Act. 7–8, Act. 8 Expansión; p. 278, Palabras afirmativas y negativas #2, Act. 9–10; p. 279, Pronunciación, ¡Ojo!, Refrán; p. 287, Act. 3–4; p. 288, Act. 3; p. 291, Juego; p. 292, Act. 4; p. 293, Act. 7; p. 298, En otras partes; p. 299, ¡Así se dice!; p. 300, Act. 4; p. 306, Los números, Comparaciones; p. 308, Presente de saber y conocer, ¡Ojo!; p. 309, Act. 6–8; p. 310, Act. 10; p. 311, Comparativo y superlativo, Act. 12–13; p. 312, Act. 14, Demostrativos, Act. 15, InfoGap; p. 313, Pronunciación, Refrán; p. 320, Act. 3; p. 321, Act. 4–5; p. 324, Gramática; p. 325, Juego; p. 326, Act. 3; p. 327, Act. 4; p. 333, ¡Así se dice!; p. 336, ¡Así se dice!; p. 340, Presente de hacer, poner, traer, salir; p. 341, Act. 1, 3; p. 342, Act. 4; p. 343, El presente progresivo; p. 345, Act. 10; p. 347, Pronunciación, Refrán; p. 355, Act. 3–5; p. 356, Act. 4; p. 359, Juego; p. 360, Act. 1–2, 4–5; p. 371, ¡Así se dice!; p. 374, Verbos reflexivos, Conexiones; p. 376, Act. 2–3; p. 377, Act. 5–6; p. 378, Verbos reflexivos de cambio radical #2; p. 379, Act. 8–10; p. 380, Mandatos con favor de, Act. 12, Foldables; p. 381, Pronunciación, Refrán; p. 388, Act. 3–4; p. 389, Act. 5–6; p. 390, Act. 1–2; p. 392, Gramática; p. 393, Juego; p. 394, Act. 1–2; p. 395, Act. 5; p. 402, Reading Tip</p> <p>TE: p. R7, Quick Start; p. R18, Quick Start; 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. 238, Quick Start; p. 239, Differentiation; p. 240, Tips for Success; p. 242, Quick Start; p. 243, Note, Act. 11; p. 244, Teach; p. 247, Pronunciación; p. 259, Juego; p. 266, Quick Start; p. 267, About the Spanish Language; p. 269, TPR; p. 270, Differentiation; p. 274, Quick Start; p. 277, Quick Start, Teach; p. 278, Heritage Speakers; p. 279, Pronunciación; p. 285, Cultural Snapshot; p. 291, Juego; p. 298, About the Spanish Language; p. 303, About the Spanish Language, Tips for Success; p. 306, Teach; p. 307, Comparaciones, Cultural Snapshot; p. 308, Differentiation; p. 309, Cultural Snapshot; p. 311, Teach; p. 312, Teach; p. 313, Pronunciación, About the Spanish Language; p. 325, Juego; p. 332, Quick Start; p. 333,</p>

		About the Spanish Language; p. 337, About the Spanish Language; p. 340, Quick Start; p. 343, Quick Start; p. 344, Teaching Options; p. 347, Pronunciación, Refrán; p. 359, Juego; p. 370, Quick Start; p. 371, Glencoe Technology; p. 375, Tips for Success; p. 377, Teaching Options; p. 380, Quick Start, Tips for Success; p. 381, Pronunciación; p. 384, About the Spanish Language; p. 393, Juego, Expansión
4.2	<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. 193, Aquí y Allí; p. 194, Introducción al tema; p. 202, Cultura; p. 206, Cultura; p. 218, GeoVistas; p. 227, Aquí y Allí; p. 228, Introducción al tema; p. 250, Un día en una playa de España; p. 263, Aquí y Allí; p. 264, Introducción al tema; p. 282, Un día de cultura latina; p. 283, C–D; p. 295, Aquí y Allí; p. 296, Introducción al tema; p. 310, Cultura; p. 316, Mercados indígenas, Durante la lectura; p. 317, Cultura; p. 318, De compras; p. 321, Act. 7; p. 322, Act. 5; p. 323, Tarea; p. 329, Aquí y Allí; p. 363, Aquí y Allí; p. 364, Introducción al tema; p. 386, El camping; pp. 399–400, El Cid; pp. 403–404, Iztaccíhuatl y Popocatepetl; p. 407, Introducción; pp. 407–408, La camisa de Margarita</p> <p>TE: p. R5, Teach; p. R22, Differentiation; p. 192D, Recipe, 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. 226D, Recipe, Carnaval, Connection to Fine Art; p. 227, Spotlight on Culture; p. 231, Glencoe Technology; p. 235, Glencoe Technology; p. 262C, Chapter Project; p. 262D, Recipe, Maracas, Connection to Fine Art; p. 263, Spotlight on Culture; p. 264, Argentina; p. 267, Cultura; p. 276, Cultural Snapshot; p. 283, Differentiation; p. 285, Glencoe Technology; p. 294D, Recipe, Yarn Paintings, Connection to Fine Art; p. 295, Spotlight on Culture; pp. 296–297, Cultural Snapshot; p. 315, Glencoe Technology; p. 317, Glencoe Technology; p. 328D, Recipe, Un lugar misterioso; p. 329, Spotlight on Culture; p. 342, Cultural Snapshot; p. 349, Cultural Snapshot; p. 350, Cultural Snapshot; p. 362D, Recipe, Los gauchos, Connection to Fine Art; p. 363, Spotlight on Culture; p. 405, Cultural Snapshot</p>
Standard Number 5 (Goal Five):	Participate in Multicultural Communities and Global Societies	
5.1	Use the language both within and beyond the school setting.	SE: p. R2, QuickPass; p. R7, Video; p. R22, QuickPass; pp. SH44–SH65, GeoVistas; p. 202, QuickPass; p. 204, QuickPass; p. 208, Foldables; p. 210, Carreras; p. 212, QuickPass; p. 232, QuickPass; p. 236, Comunidades; p. 240, Carreras; p. 246, Foldables; p. 248,

	<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>QuickPass; p. 268, QuickPass; p. 272, Comunidades; p. 274, QuickPass; p. 280, QuickPass; p. 304, QuickPass; p. 306, QuickPass; p. 307, Act. 4; p. 314, QuickPass; p. 330, Introducción al tema; p. 334, QuickPass; p. 368, QuickPass; p. 374, QuickPass; p. 391, Tarea</p> <p>TE: p. R5, Glencoe Technology; p. R15, Glencoe Technology; p. R24, Glencoe Technology; 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. 226C, Chapter Project; p. 226D, Connection to Fine Art; p. 232, Glencoe Technology; p. 236, Comunidades; p. 241, Carreras; p. 249, Glencoe Technology, GeoVistas; p. 251, Cultural Snapshot; p. 252, Glencoe Technology; p. 261, Glencoe Technology; p. 262C, Chapter Project; p. 268, Glencoe Technology; p. 272, Comunidades; p. 275, Glencoe Technology; p. 280, Glencoe Technology; p. 282, Glencoe Technology; p. 283, Differentiation; p. 293, Glencoe Technology; p. 294C, Chapter Project; p. 294D, Connection to Fine Art; p. 295, Spotlight on Culture; p. 305, Glencoe Technology; p. 309, Glencoe Technology; p. 310, GeoVistas; p. 315, Glencoe Technology; p. 318, Glencoe Technology; p. 328C, Chapter Project; p. 328D, Un lugar misterioso, Connection to Fine Art; p. 329, Glencoe Technology; p. 334, Glencoe Technology; p. 339, Differentiation; p. 341, Cultural Snapshot; p. 344, GeoVistas; p. 350, Differentiation; p. 351, Glencoe Technology; p. 352, Glencoe Technology; p. 353, Conexiones; p. 362C, Chapter Project; p. 368, Glencoe Technology; p. 375, Glencoe Technology; p. 384, Glencoe Technology</p>
<p>5.2</p>	<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. 201, Video; p. 208, Video; p. 231, Video; p. 235, Video; p. 236, Comunidades; p. 245, Video; p. 257, Tarea; p. 270, Video; p. 271, Video; p. 276, Video; p. 285, Video; p. 302, Video; p. 307, Act. 4; p. 315, Video; p. 317, Video; p. 336, Video; p. 343, Video; p. 357, Tarea; p. 370, Video; p. 371, Video</p> <p>TE: p. 192C, Chapter Project; p. 192D, Campaña de salud; p. 201, Glencoe Technology; p. 208, Glencoe Technology; p. 215, Why It Works!; p. 226D, Connection to Fine Art; p. 231, Glencoe Technology; p. 235, Glencoe Technology; p. 236, Comunidades; p. 250, Teach; p. 262C, Chapter Project; p. 262D, Maracas; p. 271, Glencoe Technology; p. 272, Comunidades; p. 283, Differentiation; p. 285, Glencoe Technology; p. 294C, Chapter Project; p. 294D, Connection to Fine Art; p. 295, Spotlight on Culture; p. 303, Glencoe Technology; p. 315, Glencoe Technology; p. 317, Glencoe Technology; p. 328C, Chapter Project; p. 328D, Un lugar misterioso; p. 336, Glencoe Technology; p. 343, Glencoe Technology; p. 353, Conexiones; p. 362C, Chapter Project; p. 363, Spotlight on Culture; p. 371, Glencoe Technology</p>