



Tennessee Standards Correlated to Glencoe ¡Así se dice! Level 2 © 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"> • use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs); • exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time); • plan events and activities with others using authentic schedules; • use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest); • use appropriate vocabulary to 	<p>SE: p. R3, Act. 1–2; p. R4, Act. 7; p. R6, Act. 1, 3; p. R7, Act. 7; p. R8, Act. 8; p. R9, Act. 10, 12–13; p. R13, Act. 2; p. R16, Act. 1, 3; p. R18, Act. 6; p. R19, Act. 9; p. R23, Act. 2, 5; p. R26, Act. 1; p. R31, Act. 3–4; p. R34, Act. 1, 4; p. R35, Act. 5–7; p. R39, Act. 1; p. R40, Act. 6; p. R43, Act. 1–2; p. R45, Act. 7–9; p. R49, Act. 1–3; p. R51, InfoGap; p. R53, Act. 7; p. 6, Act. 2; p. 7, InfoGap; p. 10, Act. 1; p. 11, Act. 4, 6; p. 13, Act. 1; p. 14, Act. 5–6; p. 17, Act. 10; p. 28, Act. 2–3, 5; p. 41, InfoGap; p. 45, Act. 5; p. 48, Act. 2–3; p. 49, Act. 7; p. 51, Act. 11; p. 52, Foldables; p. 55, D; p. 56, Antes de leer, Durante la lectura, Después de leer; p. 62, Act. 1, 3–4; p. 74, Act. 2; p. 75, Act. 4, 7; p. 79, Act. 5, InfoGap; p. 81, Act. 1, Foldables; p. 82, Act. 5; p. 85, Act. 11; p. 96, Act. 1–2, 4; p. 101, Act. 7; p. 104, Introducción al tema; p. 108, Act. 3; p. 109, Act. 6; p. 111, Act. 2, 6; p. 113, Act. 7; p. 114, InfoGap; p. 115, Act. 10; p. 116, Act. 12; p. 117, Act. 13–14; p. 120, Antes de leer; p. 124, Antes de leer; p. 128, Act. 1, 3; p. 132, Act. 3; p. 135, Aquí y Allí; p. 141, Act. 4, 6; p. 144, Act. 2; p. 145, Act. 4–5, InfoGap; p. 146, Act. 1; p. 147, Act. 3, 5; p. 148, Act. 6; p. 149, Act. 9; p. 150, Act. 10; p. 151, Act. 13; p. 162, Act. 2; p. 166, Act. 2; p. 174, Act. 3; p. 175, Act. 8; p. 178, Act. 2; p. 179, Act. 7, InfoGap; p. 180, Act. 1; p. 182, Act. 5; p. 183, Act. 8; p. 185, Act. 11, 14–15; p. 187, C; p. 190, Antes de leer; p. 194, Act. 1, 3–4; p. 202, Introducción al tema; p. 206, Act. 2; p. 209, Act. 1–2, 4, InfoGap; p. 210, Act. 5–6, 8; p. 211, Act. 9; p. 212, Act. 11–13; p. 213, Act. 14–16; p. 215, Comparaciones; p. 216, Antes de leer, Durante la lectura; p. 217, E; p. 218, Antes de leer; p. 221, Act. 5; p. 222, Act. 2–3, 5; p. 223, Tarea; p. 234, Act. 2; p. 238, Act. 3; p. 239, Act. 7, InfoGap; p. 241, Act. 1–3; p. 243, Act. 6; p. 244, Act. 9; p. 245, Act. 10, 13; p. 250, Después de leer; p. 251, C; p. 252, Antes de leer; p. 256, Act. 2, 4–6; p. 268, Act. 2, Conexiones; p. 269, Act. 6; p. 272, Act. 3; p.</p>

	<p>acquire goods and services (e.g., shopping in a supermarket).</p>	<p>273, Act. 6; p. 274, Act. 1; p. 275, Act. 5–6; p. 276, Act. 7–8, InfoGap; p. 279, Act. 14, 16; p. 290, Act. 1, 3–6; p. 291, Tarea; p. 294, Act. 2; p. 297, Aquí y Allí; p. 298, Introducción al tema; p. 303, Act. 4, 7; p. 306, Act. 5, InfoGap; p. 307, Act. 6; p. 308, Act. 7–8; p. 309, Act. 11; p. 311, A, D; p. 318, Act. 1, 5; p. 326, Introducción al tema; p. 330, Act. 2; p. 331, Act. 8; p. 334, Act. 2; p. 335, InfoGap; p. 336, Act. 2; p. 337, Act. 4, 6; p. 338, Act. 7, 9; p. 339, Act. 10; p. 340, Act. 11; p. 341, Act. 13, 15; p. 343, C; p. 345, B–C; p. 346, Antes de leer; p. 350, Act. 1, 5; p. 363, D; p. 380, L–M; p. 381, N, Q</p> <p>TE: p. R1, Cultural Snapshot; p. R2, Teach; p. R5, Teaching Options; p. R6, Quick Start; p. R7, Teaching Options; p. R8, Act. 8; p. R9, Quick Start, Act. 12, Cultural Snapshot; p. R13, Act. 2; p. R18, Cultural Snapshot, Note; p. R22, Teach; p. R24, Differentiation; p. R26, Act. 1; p. R27, Act. 5; p. R30, Teach, Teaching Options; p. R31, Act. 1, 3; p. R33, Quick Start; p. R35, Act. 5; p. R40, Comunicación; p. R41, Teaching Options; p. R43, Cultural Snapshot; p. R45, Act. 7; p. R52, Act. 1–2; pp. 2–3, Cultural Snapshot; p. 4, Teach; p. 5, Teaching Options; p. 7, InfoGap; p. 8, Teach; p. 14, Differentiation; p. 18, Differentiation; p. 20, Differentiation; p. 26, Differentiation; p. 34C, Chapter Project; pp. 36–37, Cultural Snapshot; p. 38, Teach; p. 40, Act. 2; p. 41, InfoGap; p. 42, Teach; p. 48, Teaching Options; p. 51, Act. 8; p. 60, Differentiation; p. 67, Differentiation; pp. 70–71, Cultural Snapshot; p. 74, Act. 2, 4–5; pp. 76–77, Teach; p. 78, Act. 2; p. 79, Tips for Success, Differentiation; p. 81, Act. 1; p. 83, Differentiation; p. 85, Act. 11; p. 87, C, Expansión; p. 89, Teaching Options; p. 91, A; p. 94, Differentiation; p. 102D, La sobremesa y la siesta; pp. 104–105, Cultural Snapshot; p. 108, Teaching Options; p. 110, Quick Start; p. 111, Act. 1–2, 4; p. 115, Act. 10; p. 122, Teach; pp. 136–137, Cultural Snapshot; p. 138, Quick Start; p. 139, Differentiation; p. 140, Act. 2; p. 143, Tips for Success; p. 151, Quick Start; p. 157, Comunicación; pp. 170–171, Cultural Snapshot; p. 172, Quick Start; p. 175, Act. 3, 5; p. 176, Teach; p. 177, Tips for Success; p. 178, Act. 2; p. 183, Act. 8–9; p. 185, Act. 11; p. 189, Teaching Options, Comunicación; p. 190, Tips for Success; p. 200D, Pensiones, Connection to Fine Art; pp. 202–203, Cultural Snapshot; p. 204, Comunicación; p. 208, Quick Start; p. 209, Act. 1–2; p. 211, Quick Start; p. 212, Act. 11–12; p. 214, Teach; p. 216, Differentiation; p. 217, B–E; p. 219, Comunicación; p. 228D, Connection to Fine Art; pp. 230–231, Cultural Snapshot; p. 235, Tips for Success; p. 237, Tips for Success; p. 238, Act. 3; p. 239, Act. 5–6; p. 241, Act. 2–3; p. 243, Act. 5–6; p. 245, Act. 9–11; p. 251, D; p. 253, GeoVistas; p. 254, Differentiation; p. 262D, Connection to Fine Art; pp. 264–265, Cultural Snapshot; p. 268, Act. 2; p. 270, Tips for Success; p. 272, Act. 3; p. 275, Act. 1, 5–6, Comunicación; p. 276, Act. 8; p. 280, Quick Start; p. 285, Tips for Success; p. 296D, La dieta; pp. 298–299, Cultural Snapshot; p. 300, Tips for Success; p. 303, Act. 4; p. 309, Quick Start; p. 324C, Chapter Project; p. 324D, Connection to Fine Art; pp. 326–327, Cultural Snapshot; p. 328, Teach; p. 329, Interpersonal; p. 330, Act. 2; p. 332,</p>
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		Differentiation; p. 333, Tips for Success; p. 335, Comunicación; p. 337, Differentiation; p. 342, Quick Start; p. 348, Differentiation; p. 367, Differentiation; p. 381, Q
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); • use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket); • give and follow oral and written directions (e.g., for travel, for cooking); • use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension; • use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension. 	<p>SE: p. R3, Act. 1–4; p. R4, Act. 7; p. R5, A–B; p. R8, Act. 8, Act. 9 Expansión; p. R13, Act. 1, 3; p. R14, ¿Comprendes?; p. R16, Act. 1 Expansión; p. R19, Act. 9; p. R23, Act. 1, 3, Act. 2 Expansión; p. R24, A–B; p. R31, Act. 2; p. R32, ¿Comprendes?; p. R35, Act. 6; p. R39, Act. 1; p. R40, Act. 3; p. R41, A–B; p. R45, Act. 8; p. R49, Act. 1 Expansión, Act. 2 Expansión; p. R50, ¿Comprendes?; p. R53, Act. 8; p. 6, Act. 1, 3, Act. 2 Expansión; p. 7, Act. 4; p. 10, Act. 1–3; p. 11, Act. 5; p. 13, Act. 1 Expansión; p. 16, Act. 8, Act. 8 Expansión; p. 19, Refrán; p. 21, A–C; p. 22, Reading Checks; p. 23, A, C–D; p. 24, Reading Check; p. 25, ¿Comprendes?; p. 26, Act. 1; p. 32, Act. 1–2; p. 33, Act. 6, 8; p. 40, Act. 1–2; p. 41, Act. 4–5; p. 44, Act. 1–4, Act. 2 Expansión; p. 48, Act. 1–2; p. 51, Act. 10; p. 52, Act. 13; p. 53, Refrán; p. 55, A–C; p. 56, Reading Checks; p. 57, A, C–D; p. 59, ¿Comprendes?; p. 60, Act. 1–2; p. 61, Act. 7; p. 62, Act. 5; p. 66, Act. 1, 3; p. 74, Act. 1–2; p. 75, Act. 4, 6, 8, Act. 5 Expansión; p. 78, Act. 1–2; p. 79, Act. 4; p. 81, Act. 1 Expansión; p. 82, Act. 4; p. 83, Act. 7; p. 85, Refrán; p. 87, A–D; p. 88, Reading Checks; p. 89, Reading Checks; p. 90, Reading Check; p. 91, A–E; p. 93, ¿Comprendes?; p. 94, Act. 1, 3; p. 95, Act. 8; p. 96, Act. 4; p. 100, Act. 1, 4; p. 101, Act. 5; p. 104, México; p. 108, Act. 1–2, Act. 3 Expansión; p. 109, Act. 5–6; p. 110, Act. 1; p. 111, Act. 2, 4, 6; p. 113, Act. 7 Expansión, Act. 8; p. 117, Act. 14, Refrán; p. 119, A–D; p. 120, Reading Check; p. 121, Reading Checks; p. 122, Reading Check; p. 123, A–D; p. 125, ¿Comprendes?; p. 126, Act. 2–3; p. 128, Act. 1–2, 4; p. 132, Act. 1, 3; p. 140, Act. 1–3; p. 144, Act. 1–3; p. 145, Act. 6; p. 148, Act. 6 Expansión; p. 150, Act. 11; p. 151, Refrán; p. 153, A–C; p. 154, Reading Check; p. 155, Reading Checks; p. 156, Reading Checks; p. 157, A, C–F; p. 159, ¿Comprendes?; p. 160, Act. 3; p. 161, Act. 6; p. 162, Act. 2; p. 166, Act. 1–2; p. 174, Act. 2, Act. 3 Expansión; p. 178, Act. 1–2, 4; p. 179, Act. 6; p. 181, Act. 4; p. 182, Act. 5; p. 183, Act. 8, Act. 8 Expansión; p. 185, Refrán; p. 187, A; p. 188, Reading Checks; p. 189, A–C; p. 191, ¿Comprendes?; p. 192, Act. 2; p. 198, Act. 1; p. 206, Act. 1, Act. 2 Expansión; p. 207, Act. 3; p. 209, Act. 1 Expansión, Act. 4; p. 210, Act. 7; p. 211, Act. 10; p. 212, Act. 12, Refrán; p. 213, Act. 14; p. 215, A–C; p. 216, Reading Checks; p. 217, A–B, D–E; p. 219, ¿Comprendes?; p. 220, Act. 2; p. 222, Act. 1, 5; p. 226, Act. 1; p. 227, Act. 7–8; p. 234, Act. 1; p. 235, Act. 4; p. 238, Act. 1, 4; p. 241, Act. 2–3; p. 243, Act. 6–7; p. 245, Act. 10, 13, Refrán; p. 247, A–C; p. 248, Reading Check; p. 249, Reading Check; p. 250, Reading Check; p. 251, A–E; p. 253, ¿Comprendes?; p. 254, Act. 1–2; p. 255, Act. 7; p. 260, Act. 1; p. 268, Act. 1–3; p. 269, Act. 5; p. 272, Act. 2–3; p. 273, Act. 5 Expansión; p. 274, Act. 1; p. 275, Act. 2–6; p. 276, Act. 7–8, InfoGap; p. 277, Act. 9–10; p. 278, Act. 11; p. 279, Act. 13–16, Refrán; p. 281, A–C; p. 282, Reading Checks; p. 283, Reading Check; p. 284, Reading Check; p. 285, A–E;</p>

		<p>p. 287, ¿Comprendes?; p. 288, Act. 1–3; p. 289, Act. 4; p. 290, Act. 4; p. 291, Tarea; p. 294, Act. 1, 4; p. 295, Act. 5; p. 302, Act. 1–2; p. 303, Act. 4–7; p. 307, Act. 6, Foldables; p. 308, Act. 7–10; p. 309, Act. 11, 13, Refrán; p. 311, A–D; p. 312, Reading Check, Después de leer; p. 313, A, C; p. 315, ¿Comprendes?; p. 316, Act. 1; p. 317, Act. 7; p. 318, Act. 1–4; p. 319, Tarea; p. 322, Act. 1–2; p. 323, Act. 6, 8; p. 326, Introducción al tema; p. 330, Act. 1, 3–4; p. 334, Act. 1, Act. 2 Expansión, Act. 3 Expansión; p. 335, Act. 6; p. 336, Act. 1; p. 337, Act. 4–5, Act. 4 Expansión; p. 338, Act. 7; p. 339, Act. 10; p. 341, Act. 13–14, Refrán; p. 343, A–B; p. 344, Reading Checks; p. 345, A, Reading Checks; p. 347, ¿Comprendes?; p. 348, Act. 2, 4; p. 349, Act. 9–10; p. 350, Act. 1–3, 5; p. 354, Act. 1; p. 358, Práctica; p. 362, A–B; p. 363, D–F; p. 364, Práctica; p. 367, A–C; p. 369, Práctica; p. 377, A–D; p. 378, E–F; p. 379, G–I; p. 380, J–M; p. 381, N–Q</p> <p>TE: p. R2, Quick Start; p. R9, Quick Start, Act. 11; p. R14, Differentiation; p. R18, Note; p. R19, Act. 7; p. R23, Tips for Success; p. R24, Teach; p. R30, Differentiation; p. R43, Cultural Snapshot; pp. 2–3, Cultural Snapshot; p. 4, Teach, TPR; p. 8, Teach; p. 9, TPR; p. 15, Glencoe Technology; p. 17, Comunicación; p. 19, Refrán; p. 20, Teach; p. 22, Teach; p. 24, Teach; p. 34D, Connection to Fine Art; pp. 36–37, Cultural Snapshot; pp. 38–39, TPR; p. 42, Teach; p. 43, Glencoe Technology, TPR; p. 52, Differentiation; p. 53, Teaching Options; p. 56, Teach; p. 57, Differentiation; pp. 70–71, Cultural Snapshot; p. 73, TPR; pp. 76–77, Teach; p. 77, TPR; p. 80, Quick Start; p. 85, Refrán; p. 86, Teach; p. 87, Expansión, Glencoe Technology; p. 88, Teaching Options; p. 89, Differentiation, Teaching Options; pp. 104–105, Cultural Snapshot; p. 106, TPR; p. 107, TPR; p. 113, Differentiation; p. 117, Refrán; p. 118, Differentiation; p. 119, Glencoe Technology; p. 120, Teach, Teaching Options; pp. 136–137, Cultural Snapshot; p. 138, TPR; p. 139, TPR; p. 142, TPR; p. 143, TPR; p. 147, Differentiation; p. 151, Act. 12–13; p. 152, Teach; p. 153, Differentiation, Glencoe Technology; p. 154, Teach; p. 155, Teaching Options; p. 157, Comunicación; pp. 170–171, Cultural Snapshot; p. 173, TPR; p. 176, Teach, Glencoe Technology, TPR; p. 177, TPR; p. 185, Refrán; p. 188, Teach, Differentiation; p. 190, Tips for Success; p. 191, Glencoe Technology; pp. 202–203, Cultural Snapshot; p. 204, Teach; p. 205, TPR; p. 211, Quick Start; p. 212, Refrán; p. 215, Glencoe Technology; p. 216, Teach; p. 218, Teaching Options; pp. 230–231, Cultural Snapshot; p. 232, Quick Start; p. 233, TPR; p. 236, TPR; p. 241, Differentiation; p. 247, Glencoe Technology; p. 248, Teach; p. 249, Writing Development; p. 250, Differentiation; p. 252, Cultural Snapshot; p. 262C, Chapter Project; p. 265, Ecuador; p. 266, TPR; p. 267, Teaching Options, TPR; p. 270, TPR; p. 272, Learning from Realia; p. 279, Refrán; p. 280, Quick Start; p. 281, Glencoe Technology; p. 282, Teach; p. 284, Differentiation; p. 286, Teaching Options; p. 287, Glencoe Technology; p. 296C, Chapter Project; pp. 298–299, Cultural Snapshot; p. 301, TPR; p. 307, Learning from Realia; p. 309,</p>
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		<p>Quick Start, Refrán; p. 314, Teaching Options; p. 315, Cultura; p. 324C, Chapter Project; pp. 326–327, Cultural Snapshot; p. 328, Teach, TPR; p. 329, TPR; p. 331, Act. 7; p. 332, TPR; p. 333, Glencoe Technology; p. 335, Act. 5; p. 337, Act. 1, Differentiation; p. 341, Refrán; p. 342, Quick Start; p. 343, Differentiation, Glencoe Technology; p. 344, Differentiation; p. 351, About the Spanish Language; p. 355, Conexiones; p. 358, Teach; p. 360, Differentiation; p. 361, Differentiation; p. 371, Core Instruction; p. 373, 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); describe objects and people in greater detail (e.g., shopping in a supermarket); use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests); give and follow oral and written directions (e.g., for travel, for cooking). 	<p>SE: p. R4, Act. 6–7; p. R6, Act. 3; p. R7, Act. 4–7; p. R8, Act. 9 Expansión; p. R9, Act. 12; p. R17, Act. 5; p. R19, Act. 8; p. R23, Act. 5; p. R26, Act. 4; p. R27, Act. 7; p. R34, Act. 3; p. R43, Act. 4–5; p. R45, Act. 9; p. R49, Act. 1 Expansión, Act. 2 Expansión; p. R52, Act. 3–5; p. 6, Act. 2 Expansión; p. 13, Act. 1 Expansión, Act. 2; p. 14, Act. 5; p. 16, Act. 8 Expansión; p. 17, Act. 10; p. 18, Act. 13, Foldables; p. 21, B; p. 23, B, D; p. 28, Act. 1, 4–5; p. 41, Act. 6; p. 44, Act. 2 Expansión; p. 51, Act. 11; p. 55, C; p. 57, B, D; p. 62, Act. 2, 4–5; p. 63, Tarea; p. 67, Act. 7; p. 75, Act. 5 Expansión, Act. 8; p. 78, Act. 3; p. 81, Act. 1 Expansión; p. 91, B; p. 96, Act. 3–4; p. 97, Tarea; p. 101, Act. 6; p. 108, Act. 3 Expansión, Act. 4; p. 113, Act. 7 Expansión; p. 119, B; p. 123, B–C; p. 128, Act. 2, 4–5; p. 129, Tarea; p. 145, Act. 5; p. 147, Act. 5; p. 148, Act. 6 Expansión; p. 149, Act. 8–9; p. 151, Act. 14; p. 157, B; p. 162, Act. 1, 3–4; p. 163, Tarea; p. 167, Act. 3, 6; p. 174, Act. 3 Expansión; p. 175, Act. 5; p. 177, En otras partes; p. 179, Act. 5, 7; p. 180, Act. 3; p. 183, Act. 9–10; p. 185, Act. 14–15; p. 187, B–C; p. 189, D; p. 194, Act. 1–2, 4; p. 195, Tarea; p. 199, Act. 6; p. 206, Act. 2 Expansión; p. 207, Act. 5; p. 209, Act. 1 Expansión; p. 215, B–C; p. 217, B–C; p. 220, Act. 3; p. 222, 1, 4, 6; p. 223, Tarea; p. 235, Act. 6; p. 239, Act. 6; p. 243, Act. 8; p. 251, B, D–E; p. 255, Act. 7; p. 256, Act. 1–5; p. 257, Tarea; p. 261, Act. 5–6; p. 273, Act. 5 Expansión; p. 274, Act. 1; p. 275, Act. 2–6; p. 276, Act. 7–8, InfoGap; p. 277, Act. 9–10; p. 281, C; p. 285, C, E; p. 290, Act. 2–4, 6; p. 291, Tarea; p. 302, Act. 3; p. 303, Act. 6; p. 307, Foldables; p. 308, ¿Te acuerdas?; p. 309, Act. 13; p. 312, Después de leer; p. 317, Act. 4; p. 318, Act. 1–5; p. 319, Tarea; p. 322, Act. 4–5; p. 323, Act. 7; p. 331, Act. 6; p. 334, Act. 2 Expansión, Act. 3 Expansión; p. 335, Act. 4; p. 337, Act. 4 Expansión; p. 341, Act. 15; p. 343, B; p. 349, Act. 6; p. 350, Act. 2–5; p. 351, Tarea; p. 367, C; p. 377, C; p. 379, H–I; p. 380, L; p. 381, P–Q</p> <p>TE: p. R2, Teach, Differentiation; p. R3, Act. 2; p. R4, Act. 6, Differentiation; p. R12, Quick Start, Teaching Options; p. R17, Comunicación; p. R22, Teaching Options; p. R23, Tips for Success; p. R24, Comunicación; p. R26, Comunicación; p. R34, Tips for Success; p. R35, Act. 6; p. R40, Differentiation, Comunicación; p. R44, Teaching Options; p. R45, Act. 8; p. R48, Quick Start; p. R49, Differentiation; p. R51, Teach; p. 1D, Un lugar misterioso; p. 5, Differentiation; p. 7, Act. 6; p. 8, Quick Start; p. 11, Comunicación, Differentiation; p. 17, Comunicación; p. 18, Differentiation; p. 20, Differentiation;</p>

		<p>p. 21, Writing Development; p. 25, Conexiones; p. 33, Pre-AP; p. 34C, Chapter Project; p. 37, Argentina, Chile, Perú; p. 39, Heritage Speakers; p. 41, Act. 5; p. 43, Heritage Speakers; p. 45, Comunicación; p. 48, Act. 2; p. 55, Writing Development; p. 67, Differentiation, Pre-AP; p. 68C, Chapter Project; p. 68D, Connection to Fine Art; p. 73, Differentiation; p. 77, Differentiation; p. 87, A–B; p. 88, Teaching Options; p. 91, Differentiation; p. 101, Pre-AP; p. 102C, Chapter Project; p. 102D, Connection to Fine Art; p. 107, Heritage Speakers; p. 109, Differentiation; p. 113, Differentiation; p. 114, Quick Start; p. 115, Differentiation; p. 118, Differentiation; p. 120, Teaching Options; p. 123, Tips for Success; p. 133, Pre-AP; p. 134C, Chapter Project; p. 139, Differentiation; p. 145, Comunidades; p. 153, Differentiation, Heritage Speakers; p. 155, Teaching Options; p. 156, Comunicación; p. 167, Pre-AP; p. 168C, Chapter Project; p. 173, Comunicación; p. 174, Heritage Speakers; p. 176, Differentiation; p. 177, Differentiation; p. 183, Act. 9; p. 186, Quick Start; p. 187, Differentiation, Writing Development; p. 189, Comunicación; p. 198, GeoVistas; p. 199, Pre-AP; p. 200C, Chapter Project; p. 200D, Pensiones; pp. 202–203, Cultural Snapshot; p. 204, Comunicación; p. 207, Differentiation, Cultural Snapshot; p. 214, Teach; p. 215, Differentiation; p. 216, Comunicación; p. 217, A, Writing Development; p. 222, Tips for Success; p. 227, Pre-AP; p. 228C, Chapter Project; p. 239, Comunicación; p. 249, Writing Development; p. 250, Heritage Speakers; p. 253, Comunidades, Comunicación; p. 261, Pre-AP; p. 262C, Chapter Project; p. 269, Differentiation; p. 271, Differentiation; p. 275, Comunicación; p. 280, Differentiation; p. 283, Teaching Options; p. 284, Differentiation; p. 295, Pre-AP; p. 296C, Chapter Project; p. 296D, Connection to Fine Art; p. 303, Tips for Success; p. 308, Act. 6, 7–9; p. 310, Cultura; p. 311, Comunidades; p. 318, Tips for Success; p. 323, Pre-AP; p. 324C, Chapter Project; p. 324D, ¿Caminar o conducir?; p. 329, Presentational; p. 332, Differentiation; p. 333, Differentiation; p. 337, Act. 2, Differentiation; p. 339, Act. 10; p. 341, Act. 13; p. 343, Differentiation, B; p. 344, Differentiation; p. 346, Conexiones; p. 359, Differentiation; p. 367, C; p. 369, Differentiation; p. 370, Step 2; p. 377, C–D; p. 381, P</p>
Standard Number 2 (Goal Two):	Gain Knowledge and Understanding of Other Cultures	
2.1	<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"> develop familiarity with historical moments and figures; use the language being studied to 	<p>SE: pp. SH44–SH65, GeoVistas; p. 1, Aquí y Allí; p. 2, Introducción al tema; p. 22, El avión en la América del Sur; p. 23, C; p. 24, Un viaje interesante; p. 27, Act. 7; p. 28, Act. 5; p. 56, Los mochileros; p. 58, El camping; p. 61, Act. 8; p. 69, Aquí y Allí; p. 70, Introducción al tema; p. 87, ¿Lo sabes?; pp. 88–90, Viajes ferroviarios fabulosos; p. 90, Cultura; p. 91, E; p. 92, De Panamá a Colón en tren; p. 95, Act. 8; p. 103, Aquí y Allí; p. 120, Antes de leer, Durante la lectura; pp. 120–122, Restaurantes de España y Latinoamérica; p. 121, Cultura; p. 125, Cultura; p. 127, Act. 8; p. 128, Act. 5; p. 135, Aquí y Allí; p. 145, Cultura; p. 154,</p>

	<p>comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.;</p> <ul style="list-style-type: none"> • form bases for understanding relationships between geographical features and cultural practices and products; • form bases for understanding relationships between historical concepts and contemporary issues; • observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults. 	<p>Unas fiestas hispanas; p. 161, Act. 6; p. 162, Act. 1; p. 170, Introducción al tema; p. 174, Cultura; p. 188, En un mundo tecnológico; p. 190, La tecnología de hoy y ayer, Cultura; p. 201, Aquí y Allí; p. 207, Act. 5; p. 215, Comparaciones; p. 218, El Camino de Santiago; p. 221, Act. 8; p. 223, Tarea; p. 227, Act. 7–8; p. 229, Aquí y Allí; p. 230, Introducción al tema; pp. 248–250, La ciudad y el campo; p. 252, Una ciudad interesante; p. 256, Act. 3; p. 263, Aquí y Allí; pp. 282–284, La panamericana; p. 286, Tráfico y más tráfico; p. 289, Act. 6; p. 297, Aquí y Allí; p. 312, Una receta hispana; p. 314, Una receta para «la ropa vieja»; p. 322, Act. 4; p. 346, Médicos Sin Fronteras; p. 365, Introducción; p. 370, Introducción</p> <p>TE: p. R1, Cultural Snapshot; p. R22, Cultura; p. R37, Cultural Snapshot; p. 1C, Chapter Project; p. 1D, Un lugar misterioso, Connection to Fine Art; p. 1, Spotlight on Culture; p. 7, Cultural Snapshot; p. 13, Cultural Snapshot; p. 22, Differentiation, Cultural Snapshot; p. 25, Conexiones; p. 27, Cultural Snapshot; p. 34C, Chapter Project; p. 34D, Los gauchos, Connection to Fine Art; p. 35, Spotlight on Culture; p. 51, Cultural Snapshot; p. 68D, Connection to Fine Art; p. 69, Spotlight on Culture; p. 81, Cultural Snapshot; p. 87, Cultural Snapshot; p. 88, Cultural Snapshot; p. 89, Cultural Snapshot; p. 90, Comparaciones, Cultural Snapshot; p. 92, Cultural Snapshot; p. 102C, Chapter Project; p. 102D, La sobremesa y la siesta, Connection to Fine Art; p. 103, Spotlight on Culture; p. 107, Cultura; p. 113, GeoVistas; p. 120, Cultural Snapshot; p. 134C, Chapter Project; p. 134D, Papel picado, Connection to Fine Art; p. 168D, Connection to Fine Art; p. 177, Cultura; p. 200D, Connection to Fine Art; p. 201, Cultural Snapshot; p. 228C, Chapter Project; p. 229, Spotlight on Culture; p. 233, Cultura; p. 241, Cultural Snapshot; p. 248, Teach; p. 249, Cultural Snapshot; p. 262D, Connection to Fine Art; p. 263, Spotlight on Culture; p. 287, Glencoe Technology; p. 296C, Chapter Project; p. 296D, La dieta, Connection to Fine Art; p. 297, Spotlight on Culture; p. 298, Present; p. 301, Glencoe Technology (T); p. 303, Cultural Snapshot; p. 305, Cultural Snapshot; p. 310, Cultura; p. 311, Glencoe Technology (T); p. 324D, ¿Caminar o conducir?, Connection to Fine Art; p. 326, Present; p. 335, Cultura; p. 343, GeoVistas; p. 351, About the Spanish Language; p. 357, Cultural Snapshot; p. 367, 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"> • experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film 	<p>SE: pp. SH44–SH65, GeoVistas; p. 19, Refrán; p. 53, Refrán; p. 85, Refrán; p. 104, Introducción al tema; p. 117, Refrán; p. 119, D; p. 127, Act. 8; p. 136, Introducción al tema; p. 141, Cultura; p. 144, Cultura; p. 151, Refrán; p. 185, Refrán; p. 212, Refrán; p. 245, Refrán; p. 279, Refrán; p. 298, Introducción al tema; p. 309, Refrán; p. 341, Refrán; pp. 359–361, El Quijote; pp. 365–366, Versos sencillos; pp. 370–376, Marianela</p> <p>TE: p. 1D, Un lugar misterioso, Connection to Fine Art; p. 7, Cultural Snapshot; p. 15, Glencoe Technology; p. 34D, Los gauchos, Connection to Fine Art; p.</p>

	<p>and art);</p> <ul style="list-style-type: none"> participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied. 	<p>68D, Quipus, Connection to Fine Art; p. 69, Spotlight on Culture; p. 88, Cultural Snapshot; p. 102C, Chapter Project; p. 102D, La sobremesa y la siesta, Connection to Fine Art; p. 107, Heritage Speakers; p. 134D, Papel picado, Connection to Fine Art; p. 139, Differentiation; p. 141, Differentiation; p. 145, Differentiation; p. 168D, Música Latina, Connection to Fine Art; p. 200D, Connection to Fine Art; p. 228D, Cascarones, Connection to Fine Art; p. 262D, Las señales de tráfico, Connection to Fine Art; p. 296C, Chapter Project; p. 296D, Recipe, Connection to Fine Art; p. 297, Spotlight on Culture; p. 306, Cultural Snapshot; p. 309, Refrán; p. 315, Cultura; p. 324D, Connection to Fine Art; p. 341, Refrán</p>
Standard Number 3 (Goal Three):	Connect with Other Disciplines and Acquire Information	
3.1	<p>Reinforce and acquire further knowledge of other disciplines through the foreign language.</p> <p>The student is 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; use and pronounce accurately target language words in other subjects; acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom; use acquired information as it relates to the target language classes in order to compare and contrast. 	<p>SE: pp. SH44–SH65, GeoVistas; p. R3, Act. 5; p. R27, Pronombres de complemento indirecto; p. R31, Act. 2, 4; p. R41, B; p. 7, Act. 7; p. 11, Act. 5, 7; p. 16, GeoVistas; p. 21, C; p. 22, Reading Strategy, El avión en la América del Sur, Antes de leer, Durante la lectura, Después de leer; p. 23, A–B, D; p. 24, Un viaje interesante; p. 27, Act. 6–7; p. 33, Act. 6; p. 41, Act. 7; p. 48, Conexiones; p. 55, C, GeoVistas; p. 56, Reading Strategy; p. 78, Conexiones; p. 79, Act. 6; p. 80, GeoVistas; p. 87, A–B; p. 88, Estrategia de lectura; p. 91, C; p. 97, Writing Strategy, #1–2; p. 100, Act. 1; p. 104, México; p. 108, Act. 2; p. 109, Conexiones; p. 111, Act. 3, 6; p. 113, GeoVistas; p. 119, D; p. 120, Estrategia de lectura; p. 125, Cultura; p. 129, #1; p. 144, Cultura; p. 149, GeoVistas; p. 153, C; p. 154, Estrategia de lectura, Durante la lectura; p. 156, Después de leer; p. 170, Introducción al tema; p. 174, Act. 2; p. 175, Act. 8; p. 187, B; p. 188, Estrategia de lectura, En un mundo tecnológico; p. 189, D; p. 190, La tecnología de hoy y ayer, Antes de leer; p. 193, Act. 7; p. 194, Act. 1–3; p. 195, Writing Strategy; p. 198, GeoVistas; p. 199, Act. 8; p. 207, Act. 4; p. 210, Conexiones; p. 215, D; p. 217, E, GeoVistas; p. 218, El Camino de Santiago; p. 223, Writing Strategy, #1–2; p. 234, Conexiones; p. 239, Act. 5, 7; p. 240, Conexiones; p. 248, Estrategia de lectura; p. 252, Una ciudad interesante, Antes de leer; p. 253, GeoVistas; p. 257, Tarea, Writing Strategy, #1–#2; p. 268, Conexiones; p. 269, Act. 6; p. 272, Conexiones; p. 273, Conexiones; p. 282, Estrategia de lectura; p. 285, GeoVistas; p. 286, Tráfico y más tráfico; p. 290, Act. 1, 6; p. 294, Act. 4; p. 302, Act. 3, Conexiones; p. 306, GeoVistas; p. 312, Estrategia de lectura, Una receta hispana; p. 314, Una receta para «la ropa vieja»; p. 317, Act. 7; p. 319, Writing Strategy; p. 323, Act. 6; p. 326, Introducción al tema; p. 330, Conexiones; p. 331, Act. 8; p. 340, Conexiones; p. 343, C, GeoVistas; p. 344, Estrategia de lectura, Durante la lectura; pp. 344–345, Vida activa y buena salud; p. 345, A; p. 346, Médicos Sin Fronteras; p. 349, Act. 10; p. 350, Act. 1–2; p. 351, Tarea, Writing Strategy, #1–#2; p. 359, Introducción; pp. 359–361, El Quijote; p. 363, E–F; p. 365, Introducción; pp. 365–366, Versos sencillos; p. 367, C; p. 370, Introducción; pp. 370–376, Marianela; p. 380, L–M</p>

		<p>TE: p. R1, Cultural Snapshot; p. R11, Cultural Snapshot; p. R27, Differentiation; p. R30, Quick Start; p. 1C, Chapter Project; p. 1D, Un lugar misterioso, Connection to Fine Art; p. 6, Cultural Snapshot; p. 7, Cultural Snapshot; p. 9, Differentiation; p. 13, Cultural Snapshot; p. 16, GeoVistas; p. 21, C, Cultural Snapshot; p. 22, Differentiation; p. 23, Cultural Snapshot; p. 25, Conexiones; p. 34D, Los gauchos, Connection to Fine Art; p. 39, Differentiation; p. 47, Differentiation; p. 48, Conexiones; p. 51, Cultural Snapshot; p. 55, B–C, Cultural Snapshot; p. 57, Cultural Snapshot; p. 58, Cultural Snapshot; p. 68D, Connection to Fine Art; p. 81, GeoVistas; p. 87, Cultural Snapshot; p. 90, Cultural Snapshot; p. 93, Cultural Snapshot; p. 102C, Chapter Project; p. 102D, Connection to Fine Art; p. 107, Differentiation; p. 111, Learning from Realia; p. 113, GeoVistas; p. 120, Cultural Snapshot; p. 123, Tips for Success; p. 134D, Connection to Fine Art; p. 149, GeoVistas; p. 155, Differentiation; p. 168C, Chapter Project; p. 168D, Música Latina, Connection to Fine Art; p. 173, Differentiation; p. 174, Heritage Speakers; p. 176, Glencoe Technology; p. 185, Refrán; p. 187, Differentiation; p. 198, GeoVistas; p. 200C, Chapter Project; p. 200D, Connection to Fine Art; p. 201, Cultural Snapshot; p. 206, Comunicación; p. 209, Conexiones; p. 217, GeoVistas; p. 218, Differentiation; p. 219, Comunicación; p. 228C, Chapter Project; p. 228D, Connection to Fine Art; p. 229, Spotlight on Culture; p. 234, Comunidades; p. 252, Cultural Snapshot; p. 253, GeoVistas; p. 262C, Chapter Project; p. 262D, Connection to Fine Art; p. 264, España; p. 268, Conexiones; p. 272, Conexiones; p. 285, GeoVistas; p. 296C, Chapter Project; p. 296D, La dieta, Connection to Fine Art; pp. 298–299, Cultural Snapshot; p. 306, GeoVistas; p. 324C, Chapter Project; p. 324D, ¿Caminar o conducir?, Connection to Fine Art; p. 325, Spotlight on Culture; p. 329, Presentational; p. 333, Glencoe Technology; p. 340, Conexiones; p. 343, GeoVistas; p. 346, Conexiones; p. 355, Conexiones; p. 359, Cultura; p. 365, Heritage Speakers; p. 367, Cultural Snapshot; p. 370, Conexiones; p. 371, Teaching Options; p. 373, Core Instruction; p. 375, Tips for Success; p. 376, Core Instruction</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>The student is able to:</p> <ul style="list-style-type: none"> • express meaning using appropriate idioms; • expand knowledge of verbs to include all the indicative and 	<p>SE: pp. SH44–SH65, GeoVistas; p. R4, Act. 7; p. R7, Sustantivos, artículos y adjetivos; p. R8, El verbo tener; p. R15, Presente de los verbos regulares; p. R17, Act. 4; p. R18, Los verbos ir, dar, estar; p. R19, Act. 7; p. R35, Verbos como aburrir, interesar y gustar; p. R51, El pretérito, InfoGap; p. R52, Act. 1–2; p. 5, ¡Así se dice!; p. 12, Presente de hacer, poner, traer, salir; p. 14, Act. 4; p. 15, El presente progresivo; p. 19, Refrán; p. 24, Un viaje interesante; pp. 46–47, Verbos reflexivos; p. 49, Act. 5–6; p. 50, Verbos reflexivos de cambio radical #2; p. 51, Act. 8, 10; p. 52, Mandatos con favor de, Foldables; p. 53, Refrán; p. 60, Act. 3–4; p. 61, Act. 5; p. 64, Gramática; p. 66, Act. 1–2; pp. 80–81, Pretérito de los verbos irregulares; p. 81, Foldables; p. 82, Act. 5; p. 84, Act. 10; p. 85,</p>

	<ul style="list-style-type: none"> imperative moods; use new information and perspectives of other cultures to broaden personal experiences. 	<p>Pronombres después de una preposición, Refrán; p. 107, ¡Así se dice!; p. 116, La voz pasiva con se, ¡Así se dice!; p. 117, Refrán; p. 133, Act. 5–6; p. 138, Una feria; p. 139, El Día de los Muertos; p. 144, Cultura; p. 146, Imperfecto de los verbos en -ar; p. 147, Act. 4; p. 148, Imperfecto de los verbos en -er, -ir; p. 149, Act. 7; p. 151, Usos del imperfecto, Refrán; p. 164, Gramática; p. 178, Act. 4; p. 180, Verbos como querer, creer en el pasado; p. 181, El pretérito y el imperfecto; p. 182, Act. 5–6; p. 184, Dos acciones pasadas en la misma frase; p. 185, Refrán; p. 193, Act. 4–6; p. 194, Act. 5; p. 208, El presente perfecto; p. 211, Dos complementos me lo, te lo, nos lo; p. 212, Refrán; p. 213, Dos complementos con se; p. 224, Gramática; p. 240, Futuro de los verbos regulares; p. 242, Futuro de los verbos irregulares; p. 243, Act. 5, 7–8; p. 245, Refrán; p. 255, Act. 4–5; p. 256, Act. 2; p. 258, Gramática; p. 260, Act. 3; p. 261, Act. 4; p. 274, Imperativo familiar—formas regulares; p. 276, Imperativo familiar—formas irregulares; pp. 277–278, El condicional; p. 278, Act. 11; p. 279, Act. 16, Refrán; p. 290, Act. 5; p. 292, Gramática; pp. 304–305, El subjuntivo; p. 307, El imperativo formal; p. 309, El imperativo familiar—formas negativas, Refrán; p. 312, Una receta hispana; p. 314, Una receta para «la ropa vieja»; p. 320, Gramática; p. 336, El subjuntivo con expresiones impersonales; p. 337, Act. 6; p. 338, ¡Ojalá! ¡Quizás! ¡Tal vez!; p. 339, El subjuntivo de los verbos de cambio radical; p. 340, Comparación de igualdad; p. 341, Refrán; p. 352, Gramática; p. 355, Act. 4; pp. 359–361, El Quijote; pp. 365–366, Versos sencillos; pp. 370–376, Marianela</p> <p>TE: p. 1C, Chapter Project; p. 1D, Un lugar misterioso, Connection to Fine Art; p. 5, Differentiation; p. 6, Cultural Snapshot; p. 8, Differentiation; p. 13, Cultural Snapshot; p. 16, Teaching Options; p. 17, Cultural Snapshot; p. 21, Cultural Snapshot; p. 23, Cultural Snapshot; p. 25, Conexiones, Cultural Snapshot; p. 27, Cultural Snapshot; p. 39, Heritage Speakers; p. 43, Heritage Speakers; p. 47, Differentiation; p. 49, Teaching Options; p. 51, Cultural Snapshot; p. 55, Cultural Snapshot; p. 57, Cultural Snapshot; p. 68D, Quipus; p. 83, Differentiation; p. 107, Heritage Speakers; p. 109, Heritage Speakers; p. 134C, Chapter Project; p. 134D, Papel picado; p. 139, Heritage Speakers; p. 146, Quick Start; p. 153, Heritage Speakers; p. 168D, Música Latina, Connection to Fine Art; p. 236, Quick Start; p. 237, Heritage Speakers; p. 244, Quick Start; p. 250, Heritage Speakers; p. 252, Cultural Snapshot; p. 262D, Las señales de tráfico; p. 271, Differentiation; p. 272, Learning from Realia; p. 274, Learning from Realia; p. 276, Imperativo familiar—formas irregulares; pp. 298–299, Cultural Snapshot; p. 307, Learning from Realia; p. 312, Heritage Speakers; p. 332, Quick Start; p. 341, Refrán; p. 365, Heritage Speakers</p>
Standard Number 4 (Goal Four):	Develop Insight into the Nature of Language and Culture	
4.1	Demonstrate understanding of the nature	SE: p. R6, Act. 2; p. R7, Sustantivos, artículos y adjetivos, Act. 4–7; p. R8, El

	<p>of language through comparisons of the language studied and one's own.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • apply prefixes and suffixes to root words; • examine the natural flow and rhythm inherent to both languages; • implement appropriate sentence structure and paragraph construction; • develop usage of accurate grammatical practices; • apply similarities and differences between English and target language; • identify idiomatic expressions in both languages; • express meaning using appropriate idioms; • expand knowledge of verbs to include all the indicative and imperative moods. 	<p>verbo tener, Act. 9; p. R9, Adjetivos posesivos, Act. 10–11; p. R15, Presente de los verbos regulares; p. R16, Act. 2; p. R17, Act. 4; p. R18, Los verbos ir, dar, estar; p. R19, Act. 7; p. R23, Act. 3; p. R25, Ser y estar; p. R26, Act. 2–4; p. R27, Pronombres de complemento indirecto, Act. 5–6; p. R31, Act. 3; p. R34, Act. 2, 4; p. R35, Verbos como aburrir, interesar y gustar, Act. 5–7; p. R40, Act. 6; p. R42, Saber y conocer; p. R43, Act. 1, 3–5; p. R44, Comparativo y superlativo, Comparaciones; p. R45, Act. 6–7; p. R49, Act. 3; p. R51, El pretérito, InfoGap; p. R52, Act. 1–5; p. R53, Los pronombres de complemento, Act. 6–8; p. 5, ¡Así se dice!; p. 7, Act. 5; p. 8, ¡Así se dice!; p. 12, Presente de hacer, poner, traer, salir; p. 13, Act. 1, 3; p. 14, Act. 4; p. 15, El presente progresivo; p. 17, Act. 10; p. 18, Act. 11, 13, Foldables; p. 19, Pronunciación, Refrán; p. 21, B; p. 27, Act. 3–5; p. 28, Act. 4; p. 29, Tarea; p. 31, Juego; p. 32, Act. 1–2, 4; p. 43, ¡Así se dice!; p. 46, Conexiones; pp. 46–47, Verbos reflexivos; p. 48, Act. 2–3; p. 49, Act. 4–6; p. 50, Verbos reflexivos de cambio radical #2; p. 51, Act. 8–10; p. 52, Mandatos con favor de, Act. 12, Foldables; p. 53, Pronunciación, Refrán; p. 60, Act. 3–4; p. 61, Act. 5–6; p. 62, Act. 1–2; p. 63, Tarea; p. 64, Gramática; p. 65, Juego; p. 66, Act. 1–2; p. 67, Act. 5; p. 73, En otras partes; p. 76, En otras partes; p. 78, Conexiones; pp. 80–81, Pretérito de los verbos irregulares; p. 81, Act. 1–2, Foldables; p. 82, Act. 3–5; p. 83, Act. 7–8, Nota; p. 84, Act. 9–10; p. 85, Pronombres después de una preposición, Refrán; p. 94, Act. 2, 4; p. 95, Act. 5; p. 96, Act. 3; p. 97, Tarea; p. 99, Juego; p. 101, Act. 7; p. 106, En otras partes; p. 107, ¡Así se dice!; p. 109, Conexiones; p. 110, Foldables, Act. 1; p. 111, Act. 2, 4; p. 113, Act. 8; p. 114, Adjetivos de nacionalidad; p. 116, La voz pasiva con se, Act. 12, ¡Así se dice!; p. 117, Refrán; p. 119, B; p. 123, C; p. 127, Act. 4–7; p. 129, Tarea; p. 131, Juego; p. 133, Act. 5–7; p. 142, En otras partes; p. 146, Imperfecto de los verbos en -ar; p. 147, Act. 2–5; p. 148, Imperfecto de los verbos en -er, -ir, Act. 6; p. 149, Act. 7–9, Foldables; p. 150, Act. 10–11; p. 151, Usos del imperfecto, Act. 13–14, Refrán; p. 158, ¡Así se dice!; p. 161, Act. 4–5; p. 162, Act. 4; p. 163, Tarea; p. 164, Gramática; p. 165, Juego; p. 167, Act. 4–5; p. 173, ¿Lo sabes?; p. 180, Verbos como querer, creer en el pasado, Act. 1, 3; p. 181, El pretérito y el imperfecto; p. 182, Act. 5–7; p. 183, Act. 9–10; p. 184, Dos acciones pasadas en la misma frase; p. 185, Act. 12–15, Refrán; p. 189, B; p. 192, Act. 3; p. 193, Act. 4–6; p. 194, Act. 4–5; p. 195, Tarea; p. 197, Juego; p. 198, Act. 3; p. 199, Act. 6–7; p. 208, El presente perfecto; p. 209, Act. 2–3, InfoGap; p. 210, Act. 5–8, Conexiones; p. 211, Dos complementos me lo, te lo, nos lo, Act. 9–10, Foldables; p. 212, Act. 11, 13, Refrán; p. 213, Dos complementos con se, Act. 14–16; p. 221, Act. 4–7; p. 222, Act. 1–4; p. 223, Tarea, #2; p. 224, Gramática; p. 225, Juego; p. 226, Act. 3–4; p. 227, Act. 5; p. 240, Futuro de los verbos regulares, Conexiones; p. 241, Act. 3–4; p. 242, Futuro de los verbos irregulares; p. 243, Act. 5, 7–8; p. 244, Act. 9; p. 245, Act. 10–13, Refrán; p. 247, C; p. 255, Act. 4–6; p. 256, Act. 1, 6; p. 257, Tarea; p. 258, Gramática; p. 259, Juego; p. 260, Act. 3; p. 261, Act. 4–6; p. 273, Conexiones; p. 274,</p>
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		<p>Imperativo familiar—formas regulares; p. 276, Imperativo familiar—formas irregulares; pp. 277–278, El condicional; p. 278, Act. 11; p. 279, Act. 13–16, Refrán; p. 289, Act. 5; p. 290, Act. 4–5; p. 291, Tarea; p. 292, Gramática; p. 293, Juego; p. 294, Act. 2; p. 295, Act. 5–6; p. 301, En otras partes; pp. 304–305, El subjuntivo; p. 305, Act. 1; p. 306, Act. 2–5, InfoGap; p. 307, El imperativo formal, Foldables; p. 308, Act. 7–8, 10, ¿Te acuerdas?; p. 309, El imperativo familiar—formas negativas, Act. 11, Refrán; p. 317, Act. 3–6; p. 318, Act. 1, 3, 5; p. 319, Tarea; p. 320, Gramática; p. 321, Juego; p. 322, Act. 3, 5; p. 330, Act. 2; p. 331, Act. 6, 8; p. 336, El subjuntivo con expresiones impersonales, Act. 1, 3; p. 337, Act. 5–6, Foldables; p. 338, ¡Ojalá! ¡Quizás! ¡Tal vez!, Act. 7–9; p. 339, El subjuntivo de los verbos de cambio radical, Act. 10; p. 340, Comparación de igualdad, Conexiones; p. 341, Refrán; p. 349, Act. 5–7; p. 350, Act. 3–4; p. 351, Tarea; p. 352, Gramática; p. 353, Juego; p. 354, Act. 3; p. 355, Act. 4</p> <p>TE: p. R6, Quick Start; p. R7, Quick Start; p. R9, Quick Start; p. R12, Quick Start; p. R13, Differentiation; p. R18, Quick Start; p. R25, Teach, Teaching Options; p. R33, Quick Start; p. R53, About the Spanish Language; p. 5, Differentiation, About the Spanish Language; p. 8, Differentiation; p. 9, About the Spanish Language; p. 14, Differentiation; p. 16, Teaching Options; p. 18, Differentiation; p. 19, Pronunciación, Refrán; p. 21, Writing Development; p. 31, Juego; p. 33, Pre-AP; p. 43, Glencoe Technology; p. 47, Differentiation, Tips for Success; p. 49, Teaching Options; p. 53, Pronunciación; p. 55, Writing Development; p. 56, About the Spanish Language; p. 65, Juego; p. 67, Differentiation; p. 68C, Chapter Project; p. 72, Quick Start, About the Spanish Language; p. 77, About the Spanish Language; p. 83, Differentiation; p. 85, Quick Start, Refrán; p. 86, Quick Start; p. 102D, La sobremesa y la siesta; p. 110, Quick Start; p. 112, Quick Start; p. 113, Differentiation; p. 116, Learning from Realia; p. 117, Refrán; p. 120, About the Spanish Language; p. 145, About the Spanish Language; p. 146, Quick Start, ¡Ojo!; p. 154, Tips for Success; p. 156, Cultura; p. 176, Quick Start; p. 181, Quick Start; p. 184, Quick Start; p. 185, Refrán; p. 187, Writing Development; p. 188, Differentiation; p. 209, Conexiones; p. 212, Refrán; p. 213, Quick Start; p. 215, Differentiation; p. 217, Writing Development; p. 228C, Chapter Project; p. 236, Quick Start; p. 240, Quick Start; p. 244, Quick Start; p. 262C, Chapter Project; p. 267, About the Spanish Language; p. 271, About the Spanish Language; p. 274, Why It Works!; p. 277, Tips for Success; p. 279, About the Spanish Language, Refrán; p. 309, Refrán; p. 329, Tips for Success; p. 332, Quick Start; p. 340, Conexiones; p. 341, Refrán; p. 359, Differentiation; p. 369, Differentiation; p. 377, C–D</p>
4.2	Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.	<p>SE: p. 1, Aquí y Allí; p. 35, Aquí y Allí; p. 36, Introducción al tema; p. 56, Los mochileros; p. 58, El camping; p. 61, Act. 8; pp. 88–90, Viajes ferroviarios fabulosos; p. 91, E; p. 92, De Panamá a Colón en tren; p. 103, Aquí y Allí; p. 120, Durante la lectura; pp. 120–122, Restaurantes de España y Latinoamérica;</p>

	<p>The student is able to:</p> <ul style="list-style-type: none"> • compare and contrast culturally appropriate verbal and nonverbal cues in both cultures; • discern behavioral expectations in changing circumstances; • identify different cultures' belief value systems; • focus on similarities and differences of core beliefs; • understand origin and existence of cultures' social patterns; • compare music, art, literature and other tangible products from diverse cultures; • compare simple patterns of behavior; • observe customs of different regions and countries; • compare rituals, folklore and other intangible products from diverse cultures; • focus on the commonalities of other cultural systems and Tennessee traditions; • distinguish circumstantially correct behavioral expectations. 	<p>p. 122, Después de leer; p. 123, D; p. 128, Act. 5; p. 135, Aquí y Allí; p. 136, Introducción al tema; p. 145, Cultura; p. 154, Unas fiestas hispanas; p. 158, La Nochevieja en España, Antes de leer; p. 162, Act. 3; p. 169, Aquí y Allí; p. 170, Introducción al tema; p. 174, Cultura; p. 183, Cultura; p. 188, Durante la lectura, Después de leer; p. 190, La tecnología de hoy y ayer; p. 201, Aquí y Allí; p. 215, Comparaciones; p. 217, C; p. 220, Act. 3; p. 221, Act. 8; p. 229, Aquí y Allí; pp. 248–250, La ciudad y el campo; p. 263, Aquí y Allí; p. 265, España (M); p. 282, Antes de leer; p. 286, Tráfico y más tráfico; p. 297, Aquí y Allí; p. 314, Antes de leer; p. 322, Act. 4; p. 325, Aquí y Allí; p. 326, Introducción al tema; pp. 344–345, Vida activa y buena salud</p> <p>TE: p. R11, Cultural Snapshot; p. R22, Cultura; p. 1, Spotlight on Culture; p. 22, Cultural Snapshot; p. 35, Spotlight on Culture; p. 68D, Quipus, Connection to Fine Art; p. 69, Spotlight on Culture; p. 90, Comparaciones; p. 102D, La sobremesa y la siesta; p. 103, Spotlight on Culture; p. 107, Cultura; p. 113, GeoVistas; p. 120, About the Spanish Language; p. 134C, Chapter Project; p. 134D, Papel picado, Connection to Fine Art; p. 135, Spotlight on Culture; p. 136, Present; pp. 136–137, Cultural Snapshot; p. 142, Differentiation; p. 156, Comparaciones; p. 158, Comunidades; p. 159, Glencoe Technology; p. 168D, Música Latina; p. 169, Spotlight on Culture; p. 170, Present; p. 200D, Pensiones; p. 215, Comparaciones; p. 228C, Chapter Project; p. 228D, Cascarones; p. 229, Spotlight on Culture; p. 234, Comparaciones; p. 247, Comparaciones; p. 248, Teach; p. 262D, Las señales de tráfico; p. 263, Spotlight on Culture; p. 265, España; p. 296D, La dieta; p. 297, Spotlight on Culture; p. 298, Present; p. 303, Cultural Snapshot; p. 310, Cultura; p. 311, Glencoe Technology (T); p. 314, Teach; p. 315, Glencoe Technology; p. 324D, ¿Caminar o conducir?; p. 325, Spotlight on Culture; p. 326, Present; p. 370, Conexiones</p>
<p>Standard Number 5 (Goal Five):</p>	<p>Participate in Multicultural Communities at Home and Around the World</p>	
<p>5.1</p>	<p>Use the language both within and beyond the school setting.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • identify how local community members use the target language in their work; • acquire information about the target language and the target culture; • present information about the target language and culture in the 	<p>SE: pp. SH44–SH65, GeoVistas; p. R2, QuickPass; p. R5, QuickPass; p. R15, QuickPass; p. R22, QuickPass; p. R25, QuickPass; p. R30, QuickPass; p. R32, QuickPass; p. R42, QuickPass; p. R48, QuickPass; p. 2, Introducción al tema; p. 6, QuickPass; p. 20, QuickPass; p. 40, QuickPass; p. 43, Video; p. 46, QuickPass; p. 73, En otras partes; p. 74, QuickPass; p. 76, Video, En otras partes; p. 78, Conexiones; p. 80, QuickPass; p. 84, Cultura; p. 86, QuickPass; p. 87, Video; pp. 88–90, Viajes ferroviarios fabulosos; p. 90, Cultura; p. 92, De Panamá a Colón en tren; p. 95, Act. 8; p. 104, Introducción al tema; p. 106, En otras partes; p. 108, QuickPass; p. 118, QuickPass; p. 119, Video; pp. 120–122, Restaurantes de España y Latinoamérica; p. 128, Act. 2, 5; p. 136, Introducción al tema; p. 140, QuickPass; p. 141, Cultura; p. 142, Video; p. 144, Cultura; p. 145, Cultura; p. 146, QuickPass; p. 153, Video, C; p. 154, Unas fiestas</p>

	<p>target language;</p> <ul style="list-style-type: none"> • locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.; • demonstrate awareness of the importance of people, holidays, and traditions in target language countries. 	<p>hispanas; p. 157, B; p. 158, La Nochevieja en España, Antes de leer; p. 159, Video; p. 162, Act. 1–2; p. 174, QuickPass; p. 176, Video; p. 180, QuickPass; p. 186, QuickPass; p. 191, Video; p. 204, Video; p. 206, QuickPass; p. 207, Carreras; p. 215, Video, D; p. 223, Tarea; p. 234, QuickPass; p. 236, Video; p. 240, QuickPass; p. 244, Video; p. 246, QuickPass; p. 247, Video; p. 255, Act. 7; p. 256, Act. 2; p. 272, QuickPass; p. 274, QuickPass; p. 278, Video; p. 281, Video; p. 287, Video; p. 301, Video; p. 302, QuickPass; p. 304, QuickPass; p. 310, QuickPass; p. 311, Video; p. 315, Video; p. 319, Tarea; p. 322, Act. 4; p. 330, QuickPass; p. 336, QuickPass; p. 342, QuickPass; p. 346, Médicos Sin Fronteras</p> <p>TE: p. R2, Glencoe Technology; p. R5, Glencoe Technology; p. R15, Glencoe Technology; p. R19, Comunidades; p. R22, Glencoe Technology; p. R25, Glencoe Technology; p. R30, Glencoe Technology; p. R32, Glencoe Technology; p. R42, Glencoe Technology; p. R48, Glencoe Technology; p. 1C, Chapter Project; p. 1D, Un lugar misterioso, Connection to Fine Art; p. 1, Why It Works!; p. 6, Glencoe Technology; p. 16, GeoVistas; p. 23, Glencoe Technology; p. 24, Glencoe Technology; p. 25, Conexiones; p. 34C, Chapter Project; p. 40, Glencoe Technology; p. 47, Glencoe Technology; p. 68C, Chapter Project; p. 68D, Connection to Fine Art; p. 74, Glencoe Technology; p. 77, Glencoe Technology; p. 82, Glencoe Technology; p. 86, Glencoe Technology; p. 87, Glencoe Technology; p. 88, Glencoe Technology; p. 92, Glencoe Technology; p. 102C, Chapter Project; p. 102D, La sobremesa y la siesta; p. 109, Glencoe Technology; p. 113, GeoVistas; p. 118, Glencoe Technology; p. 119, Glencoe Technology; p. 121, Glencoe Technology; p. 124, Glencoe Technology; p. 134C, Chapter Project; p. 134D, Papel picado, Connection to Fine Art; p. 135, Spotlight on Culture; pp. 136–137, Cultural Snapshot; p. 139, Heritage Speakers; p. 140, Glencoe Technology; p. 142, Differentiation; p. 143, Glencoe Technology; p. 153, Heritage Speakers, Glencoe Technology; p. 154, Glencoe Technology; p. 158, Comunidades; p. 159, Glencoe Technology; p. 168C, Chapter Project; p. 168D, Música Latina, Connection to Fine Art; p. 174, Glencoe Technology; p. 176, Glencoe Technology; p. 186, Glencoe Technology; p. 188, Glencoe Technology; p. 190, Glencoe Technology; p. 191, Glencoe Technology; p. 199, Glencoe Technology; p. 200C, Chapter Project; p. 200D, Pensiones; p. 204, Glencoe Technology; p. 206, Glencoe Technology; p. 207, Comunidades; p. 215, Glencoe Technology; p. 216, Comunicación, Glencoe Technology; p. 218, Differentiation, Glencoe Technology; p. 227, Glencoe Technology; p. 228C, Chapter Project; p. 228D, Cascarones; p. 235, Glencoe Technology; p. 236, Glencoe Technology; p. 240, Glencoe Technology; p. 246, Glencoe Technology; p. 247, Glencoe Technology; p. 250, Heritage Speakers; p. 251, Writing Development; p. 252, Glencoe Technology; p. 253, Comunidades; p. 262C, Chapter Project; p. 273, Glencoe Technology; p. 275, Glencoe Technology; p. 278, Glencoe Technology; p. 281,</p>
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		<p>Glencoe Technology; p. 283, Glencoe Technology; p. 287, Glencoe Technology; p. 296C, Chapter Project; p. 296D, Recipe, Connection to Fine Art; p. 301, Glencoe Technology (T); p. 302, Glencoe Technology; p. 305, Glencoe Technology; p. 310, Glencoe Technology; p. 311, Comunidades, Glencoe Technology; p. 312, Glencoe Technology; p. 315, Cultura, Glencoe Technology; p. 317, Glencoe Technology; p. 330, Glencoe Technology; p. 342, Glencoe Technology; p. 344, Glencoe Technology; p. 346, Conexiones; p. 349, Glencoe Technology; p. 354, Glencoe Technology; p. 359, Cultura; p. 365, Heritage Speakers</p>
<p>5.2</p>	<p>Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations); • write simple letters or e-mails in the target language to the teacher and/or classmates; • exchange letters or e-mails with target language speakers (in the target language); • read, watch and share news about countries where the target language is spoken; • find various sources in the target language to obtain information on current events and information of personal interest. 	<p>SE: p. R6, Act. 3; p. 29, Tarea; p. 129, Tarea; p. 195, Tarea; p. 215, D; p. 223, Tarea; p. 256, Act. 2; p. 351, Tarea</p> <p>TE: p. R19, Comunidades; p. 1C, Chapter Project; p. 1D, Un lugar misterioso; p. 34C, Chapter Project; p. 35, Spotlight on Culture; p. 68C, Chapter Project; p. 68D, Connection to Fine Art; p. 93, Cultural Snapshot; p. 102C, Chapter Project; p. 113, GeoVistas; p. 134C, Chapter Project; p. 168D, Música Latina; p. 228C, Chapter Project; p. 251, Writing Development; p. 253, Comunidades; p. 262C, Chapter Project; p. 296C, Chapter Project; p. 296D, Recipe, Connection to Fine Art; p. 311, Comunidades; p. 315, Cultura; p. 346, Conexiones; p. 359, Cultura</p>