



Tennessee Standards Correlated to Glencoe ¡Así se dice! Level 3 © 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); • 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 acquire goods and services (e.g., shopping in a supermarket). 	<p>SE: p. R4, Act. 2; p. R6, A–B; p. R8, Act. 1; p. R9, Act. 3, 5–6; p. R14, Act. 2; p. R16, A; p. R18, Act. 1; p. R19, Act. 4–5; p. R20, Act. 6; p. R21, Act. 10, Comunidades; p. R26, Act. 2; p. R30, Act. 1; p. R32, Act. 4; p. R40, Act. 5; p. R42, A; p. R44, Comunidades; p. R45, Act. 1–2, 4–5; p. R47, Act. 8–9; p. R51, Act. 2; p. R52, A; p. R55, Act. 3–4; p. R56, Act. 5; p. R57, Act. 7–9; p. R62, Act. 3; p. R63, B; p. R65, Act. 2; p. R67, Act. 4–5, 7–9; p. 1, Aquí y Allí; p. 2, Introducción al tema; p. 7, Act. 4, 7; p. 10, Act. 3, 5, InfoGap; p. 12, Act. 7–8; p. 13, Act. 11; p. 15, A, C–D; p. 22, Act. 1, 3, 5; p. 30, Introducción al tema; p. 34, Act. 2; p. 35, Act. 8; p. 38, Act. 2–3; p. 39, InfoGap; p. 40, Act. 2; p. 41, Act. 4, 6; p. 42, Act. 9; p. 43, Act. 10; p. 45, Act. 13, 15; p. 47, A, C; p. 49, B–C; p. 50, Antes de leer; p. 53, Act. 10; p. 54, Act. 1, 5; p. 66, Act. 2–3; p. 70, Act. 2, 4; p. 71, Act. 7; p. 73, Act. 2–4; p. 74, Act. 6, InfoGap; p. 75, Act. 7, 9; p. 79, B–C; p. 80, Antes de leer; p. 83, C; p. 86, Durante la lectura; p. 87, C–E; p. 89, Act. 4, 7; p. 90, Act. 1–5; p. 91, Tarea; p. 95, Act. 8; p. 102, Act. 2; p. 103, InfoGap; p. 104, Cultura; p. 105, Act. 1, 3; p. 106, Act. 6–7; p. 107, Act. 9; p. 113, A–C; p. 115, A; p. 123, A, D–E; p. 125, Act. 8; p. 126, Act. 1, 3; p. 131, Act. 5; p. 138, Act. 2–4; p. 141, Act. 2–3, InfoGap; p. 143, Act. 7, 9; p. 147, A–D; p. 148, Antes de leer; p. 151, A–B; p. 155, A, C, Después de leer; p. 158, Act. 1–2, 4; p. 170, Act. 3; p. 171, Estudio de palabras; p. 175, Act. 7; p. 176, Act. 1; p. 177, Act. 2, InfoGap; p. 179, Act. 5; p. 181, Act. 8; p. 183, A, C; p. 185, A, C; p. 188, Antes de leer; p. 189, Durante la lectura; p. 190, Después de leer; p. 191, B; p. 193, Act. 6;</p>

		<p>p. 194, Act. 1–3; p. 198, Act. 3; p. 201, Aquí y Allí; p. 206, Act. 2; p. 207, Act. 5; p. 210, Act. 1, 4, Act. 4 Expansión; p. 211, Act. 7; p. 213, Act. 1; p. 215, Act 4, 6, InfoGap; p. 217, Act. 9; p. 219, B–C; p. 220, Antes de leer; p. 223, A–C, E–G; p. 225, A–C; p. 227, Act. 6; p. 228, Act. 1–4, 6; p. 233, Act. 7; p. 240, Act. 2, Foldables; p. 241, Estudio de palabras #2; p. 242, Act. 1; p. 243, Act. 3, InfoGap; p. 244, Act. 4; p. 246, Act. 6, 9; p. 247, Act. 11; p. 248, Act. 14; p. 251, C; p. 252, Antes de leer; p. 255, B, Conexiones; p. 258, Durante la lectura, Después de leer; p. 259, A–B, E–F; p. 261, Act. 8; p. 262, Act. 2–3; p. 267, Act. 6; p. 271, Perú (R); p. 274, Act. 2, InfoGap; p. 277, Act. 1; p. 280, Act. 9; p. 281, Act. 10; p. 283, C–D; p. 287, D–F; p. 290, Después de leer; p. 291, C–E; p. 293, Act. 5, 8; p. 294, Act. 1–2, 4; p. 298, Act. 3; p. 306, Act. 2, 4; p. 307, Act. 5, 7; p. 308, Act. 9–10, InfoGap; p. 311, Act. 1; p. 312, Act. 3; p. 313, Act. 5; p. 315, Act. 8; p. 317, Act. 10–11; p. 319, A, C; p. 320, Antes de leer; p. 321, B–C; p. 324, Durante la lectura; p. 327, A, D, Después de leer; p. 329, Act. 5; p. 330, Act. 1–3; p. 334, Act. 3; p. 335, Act. 5–6; pp. SR2–SR11, InfoGap</p> <p>TE: p. R2, Quick Start, Teach; p. R5, Comunicación; p. R12, Teach, Comunicación; p. R14, Differentiation; p. R15, Differentiation; p. R25, Comunicación; p. R27, Act. 4; p. R29, Quick Start; p. R36, Teach; p. R38, Teach; p. R41, Differentiation; p. R46, Teach; p. R47, Differentiation; p. R50, Quick Start, Teach, Differentiation; p. R55, Act. 3; p. R57, Act. 7; p. R63, Differentiation; p. R64, Quick Start; p. R65, Differentiation; pp. 2–3, Cultural Snapshot; p. 4, Tips for Success; p. 7, Act. 4; p. 13, Quick Start; p. 22, Tips for Success; p. 28C, Chapter Project; p. 28D, Connection to Fine Art; pp. 30–31, Cultural Snapshot; p. 32, Teach; p. 33, Comunicación; p. 36, Differentiation; p. 37, Tips for Success; p. 39, Comunicación; p. 41, Differentiation; p. 54, Tips for Success; p. 59, Conexiones; pp. 62–63, Cultural Snapshot; p. 64, Teach; p. 65, Learning from Realia; p. 66, Cultural Snapshot; p. 68, Quick Start, Differentiation; p. 74, Learning from Realia; p. 82, Heritage Speakers; p. 83, B, Comunidades; p. 84, Differentiation; p. 86, Teach, Tips for Success C; p. 87, D–E, Teaching Options; p. 90, Tips for Success; pp. 98–99, Cultural Snapshot; p. 100, Quick Start; p. 105, Act. 1; p. 113, B–C, Comunicación; p. 114, Teach; p. 115, Comunicación; p. 118, Teach; p. 120, Teach; p. 121, Core Instruction; p. 122, Teach; p. 123, B, D; p. 126, Tips for Success; p. 132C, Chapter Project; pp. 134–135, Cultural Snapshot; p. 136, Teach; p. 137, Cultura, Comunicación; p. 146, Differentiation; p. 147, C; p. 150, Heritage Speakers; p. 151, A; p. 153, Teach; p. 154, Teach; p. 155, C; p. 158, Tips for Success; pp. 166–167, Cultural Snapshot; p. 168, Teach; p. 169, Differentiation, Comunicación; p. 173, Comunicación;</p>
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		<p>p. 175, Act. 5; p. 182, Differentiation; p. 185, C; p. 186, Teach, Differentiation; p. 187, Introducción; p. 188, Teach; p. 189, Differentiation, Tips for Success; p. 190, Teach; p. 194, Tips for Success; p. 200C, Chapter Project; p. 200D, Chachachá; pp. 202–203, Cultural Snapshot; p. 205, Differentiation; p. 208, Present; p. 209, Tips for Success; p. 215, Differentiation; p. 218, Teach, Differentiation; p. 219, C; p. 220, Teach, Tips for Success; p. 221, Conexiones; p. 223, A, C, E; p. 224, Introducción, Conexiones; p. 225, Teach; p. 228, Tips for Success; p. 234D, Tejano; pp. 236–237, Cultural Snapshot; p. 238, Teach; p. 239, Comunicación; p. 251, Comunicación; p. 254, GeoVistas; p. 255, C; p. 258, Teach; p. 259, A–F; p. 262, Tips for Success; pp. 270–271, Cultural Snapshot; p. 272, Teach; p. 274, Teaching Options; p. 280, Tips for Success; p. 281, Tips for Success; p. 283, ¿Comprendes?; p. 284, Teach; p. 287, A, E–F; p. 290, Teach; p. 291, C; p. 294, Tips for Success; p. 300C, Chapter Project; pp. 302–303, Cultural Snapshot; p. 305, Tips for Success; p. 307, Comunicación; p. 319, Comunicación; p. 320, Teach; p. 321, B–C; p. 327, Comunicación; p. 330, Tips for Success</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 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. R4, Act. 1–2; p. R5, Act. 4–5; p. R6, A–B; p. R8, Act. 1; p. R9, Act. 3, 5–6; p. R14, Act. 1–2; p. R15, Act. 3, 6; p. R16, A–B; p. R18, Act. 1; p. R19, Act. 4; p. R20, Act. 6; p. R21, Act. 8, 10, Comunidades; p. R26, Act. 1–2; p. R27, Act. 3, Act. 3 Expansión; p. R28, A; p. R30, Act. 1; p. R32, Act. 4; p. R33, Act. 7–8; p. R39, Act. 1; p. R40, Act. 4–5; p. R42, A–C; p. R44, Comunidades; p. R45, Act. 1–2, 4; p. R47, Act. 6, 8–9; p. R51, Act. 1–2; p. R52, A; p. R53, Act. 2; p. R55, Act. 3–4; p. R56, Act. 5; p. R57, Act. 7–9; p. R61, Act. 1; p. R62, Act. 3; p. R63, A–B; p. R65, Act. 2–3; p. R67, Act. 4–5, 7–9; p. 1, Aquí y Allí; p. 2, Introducción al tema; p. 6, Act. 1–2; p. 7, Act. 4, 6–7; p. 10, InfoGap; p. 11, Act. 6; p. 12, Act. 7–9; p. 13, Act. 11, Refrán; p. 15, A–D; p. 16, Reading Check, Después de leer; p. 17, A–C; p. 19, ¿Comprendes?; p. 21, Act. 7; p. 22, Act. 1–5; p. 26, Act. 1–2; p. 27, Act. 6; p. 30, Introducción al tema; p. 34, Act. 1–4; p. 38, Act. 1–3, Act. 2 Expansión, Act. 3 Expansión; p. 39, Act. 6, InfoGap; p. 40, Act. 1–2; p. 41, Act. 4–5, Act. 4 Expansión; p. 43, Act. 10; p. 45, Act. 13–14, Refrán; p. 47, A–B; p. 48, Reading Checks; p. 49, A, C, Reading Checks; p. 50, Antes de leer; p. 51, ¿Comprendes?; p. 52, Act. 2, 4; p. 53, Act. 9–10; p. 54, Act. 1–3, 5; p. 58, Act. 1; p. 66, Act. 1–3, Act. 2 Expansión; p. 67, Act. 4, Estudio de palabras; p. 70, Act. 1–4, Act. 2 Expansión; p. 71, Act. 5, 7; p. 73, Act. 1–4; p. 74, Act. 5–6, InfoGap; p. 75, Act. 7, 9; p. 77, Act. 10–12, Refrán; p. 79, A–C; p. 80, Antes de leer, Reading Check; p. 81, Reading Checks; p. 82, Reading Check; p. 83, A–C, E; p. 85, Práctica; p. 86, Durante la lectura; p. 87, A–E; p.</p>

		<p>88, Act. 1; p. 89, Act. 6–7; p. 90, Act. 1–5; p. 94, Act. 1–3; p. 95, Act. 8–9; p. 102, Act. 1–3, Act. 2 Expansión; p. 103, Act. 4–5, Estudio de palabras, InfoGap; p. 105, Act. 1–3; p. 106, Act. 6–7; p. 107, Act. 8 Expansión, Act. 9; p. 109, Act. 10–12; p. 110, Act. 13, 15; p. 111, Refrán; p. 113, A–C, Cultura; p. 114, Reading Checks; p. 115, A–B; p. 123, A–C, E; p. 124, Act. 2–4; p. 125, Act. 6–8; p. 126, Act. 1, 3; p. 130, Act. 1; p. 131, Act. 5; p. 138, Act. 1–3; p. 139, Act. 6, Estudio de palabras; p. 141, Act. 1–2, 4, InfoGap; p. 143, Act. 7, 9; p. 145, Refrán; p. 146, Differentiation; p. 147, A–D; p. 148, Reading Check; p. 149, Reading Checks; p. 150, Cultura, Reading Checks; p. 151, A–E; p. 152, Act. 1, 3; p. 154, Durante la lectura; p. 155, A–D, Después de leer; p. 156, Act. 1–3; p. 157, Act. 5, 8, Cultura (caption); p. 158, Act. 4; p. 162, Act. 1–2; p. 163, Act. 4–6; p. 170, Act. 1, 3; p. 171, Act. 4–5, Estudio de palabras; p. 174, Act. 1, 3; p. 175, Act. 5–7, Estudio de palabras #1; p. 176, Act. 1; p. 177, Act. 2, Act. 2 Expansión, InfoGap; p. 179, Act. 5–7; p. 181, Act. 8, Refrán; p. 183, A–C; p. 184, Reading Checks; p. 185, A–D; p. 187, Act. 1–2; p. 188, Antes de leer; p. 189, Durante la lectura; p. 190, Después de leer; p. 191, A–D; p. 192, Act. 1–3; p. 193, Act. 4, 6; p. 194, Act. 1–3; p. 198, Act. 1, 3; p. 201, Aquí y Allí; p. 206, Act. 1–3; p. 207, Act. 4–5, Estudio de palabras; p. 210, Act. 1–4, Act. 4 Expansión; p. 211, Act. 7; p. 213, Act. 1–2; p. 215, Act. 4, 6, InfoGap; p. 217, Act. 9, Refrán; p. 219, A–C; p. 220, Antes de leer, Reading Check; p. 221, Reading Check; p. 223, A–G; p. 225, A–C; p. 226, Act. 2; p. 227, Act. 3, 6; p. 228, Act. 1–3, 6; p. 232, Act. 1, 3; p. 233, Act. 4–7; p. 240, Act. 2–4; p. 241, Estudio de palabras #1–2; p. 242, Act. 1; p. 243, Act. 2, InfoGap; p. 244, Act. 4–5; p. 245, Conexiones; p. 246, Act. 6, 8–9; p. 247, Act. 11–12; p. 248, Act. 14; p. 249, Refrán; p. 251, A–E; p. 252, Antes de leer, Reading Checks; p. 253, Reading Check; p. 254, Reading Checks; p. 255, A–C, Conexiones; p. 256, Práctica; p. 258, Durante la lectura, Después de leer; p. 259, A–F; p. 260, Act. 2–3; p. 261, Act. 5, 8; p. 262, Act. 3; p. 266, Act. 1–3; p. 267, Act. 4, 6; p. 271, Perú; p. 274, Act. 1–2, 4, InfoGap; p. 275, Act. 5–7; p. 277, Act. 1, 4; p. 279, Act. 6, 8; p. 280, Act. 9; p. 281, Act. 10, Refrán; p. 283, A–D; p. 284, Reading Check; p. 285, Reading Checks; p. 286, Reading Check; p. 287, A–E; p. 290, Durante la lectura, Después de leer; p. 291, A–E; p. 292, Act. 2–3; p. 293, Act. 4–5, 7–8; p. 294, Act. 1–5; p. 298, Act. 1–3; p. 306, Act. 1–4; p. 307, Act. 5–8, Act. 7 Expansión; p. 308, Act. 9–10, Act. 9 Expansión, InfoGap; p. 309, Estudio de palabras #2; p. 311, Act. 1–2, Act. 1 Expansión, Act. 2 Expansión; p. 312, Act. 3–4; p. 313, Act. 5; p. 314, Act. 6; p. 315, Act. 7–8, Act. 7 Expansión; p. 316, Act. 9; p. 317, Act. 10–11, Refrán; p. 319, A–C; p. 320, Antes de leer, Reading Checks; p. 321, A–C; p. 323, Práctica; p. 324, Durante la lectura; p.</p>
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		<p>327, A–D, Después de leer, Carreras; p. 328, Act. 1–2; p. 329, Act. 3–5; p. 330, Act. 2–3; p. 334, Act. 1–3; p. 335, Act. 4; pp. SR2–SR11, InfoGap</p> <p>TE: p. R2, Quick Start, Teach; p. R3, Differentiation; p. R4, Act. 2; p. R5, Comunicación; p. R6, Differentiation; p. R7, Quick Start; p. R8, Act. 1, Differentiation; p. R12, Teach, TPR; p. R13, Differentiation, TPR; p. R18, Why It Works!; p. R20, Act. 6; p. R24, TPR; p. R25, TPR; p. R27, Act. 3; p. R29, Quick Start; p. R30, Act. 1; p. R32, Act. 4, Differentiation; p. R36, Quick Start, Teach; p. R37, Differentiation; p. R39, Act. 1; p. R41, Teach; p. R45, Act. 1–2; p. R46, Quick Start, Teach; p. R50, Quick Start; p. R51, Act. 1; p. R52, Differentiation, Writing Development; p. R55, Act. 3; p. R63, Differentiation; p. R64, Quick Start; p. 1C, Chapter Project; pp. 2–3, Cultural Snapshot; p. 5, TPR; p. 13, Quick Start, Refrán; p. 18, Teaching Options; p. 28C, Chapter Project; pp. 30–31, Cultural Snapshot; p. 32, Teach, TPR; p. 33, TPR; p. 36, TPR; p. 41, Act. 1, Differentiation; p. 45, Act. 13, Refrán; p. 47, Differentiation; p. 48, Differentiation; p. 59, Conexiones; pp. 62–63, Cultural Snapshot; p. 64, Teach, Differentiation, TPR; p. 65, Learning from Realía; p. 66, Cultural Snapshot; p. 68, Quick Start; p. 69, Learning from Realía; p. 76, Quick Start; p. 77, Refrán; p. 78, Differentiation; p. 79, Differentiation; p. 81, Differentiation; p. 82, Heritage Speakers; p. 84, Differentiation; p. 86, Teach, Tips for Success A, C; p. 87, Teaching Options; p. 96C, Chapter Project; pp. 98–99, Cultural Snapshot; p. 100, Quick Start, Differentiation; p. 101, TPR; p. 102, Act. 2; p. 103, Learning from Realía; p. 105, Act. 2; p. 106, Act. 6; p. 110, Act. 13; p. 111, Refrán; p. 112, Differentiation; p. 113, A, Comunicación; p. 114, Teach; p. 115, A, Comunicación; p. 118, Teach; p. 120, Teach; p. 121, Core Instruction; p. 122, Teach, Differentiation; p. 123, A; p. 132C, Chapter Project; pp. 134–135, Cultural Snapshot; p. 136, Quick Start, Teach; p. 137, Comunicación, TPR; p. 138, Act. 2–3; p. 139, Cultura; p. 141, Act. 1–2, 4; p. 143, Quick Start; p. 145, Refrán; p. 147, A–B; p. 148, Teach, Teaching Options; p. 151, B; p. 153, Teach ; p. 154, Teach, Differentiation; p. 164C, Chapter Project; pp. 166–167, Cultural Snapshot; p. 168, Quick Start, Teach; p. 169, Comunicación, TPR; p. 170, Act. 3, Differentiation; p. 172, Quick Start; p. 173, Comunicación; p. 175, Differentiation; p. 176, Quick Start; p. 177, Act. 1–2; p. 179, Act. 5; p. 181, Refrán; p. 182, Differentiation; p. 183, Learning from Realía; p. 184, Teach, Differentiation; p. 186, Teach, Differentiation; p. 187, Introducción; p. 188, Teach, Teaching Options; p. 189, Differentiation, Teaching Options, Tips for Success; p. 190, Teach; pp. 202–203, Cultural Snapshot; p. 204, Quick Start; p. 205, TPR; p. 207,</p>
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		<p>Differentiation; p. 208, Present; p. 209, Tips for Success; p. 210, Act. 1, 4, Differentiation; p. 212, Quick Start; p. 215, Teaching Options; p. 217, Refrán; p. 218, Teach; p. 219, Differentiation; p. 220, Teach; p. 221, Differentiation; p. 224, Introducción, Conexiones; p. 225, Teach; p. 234C, Chapter Project; pp. 236–237, Cultural Snapshot; p. 238, Quick Start, Teach; p. 239, Comunicación; p. 244, Act. 4; p. 245, Quick Start; p. 247, Quick Start; p. 249, Refrán; p. 250, Differentiation; p. 252, Teaching Options; p. 254, GeoVistas; p. 268C, Chapter Project; pp. 270–271, Cultural Snapshot; p. 272, Quick Start, Teach; p. 273, TPR; p. 274, Act. 2, Teaching Options; p. 280, Quick Start, Act. 9, Tips for Success; p. 281, Tips for Success, Refrán; p. 282, Teach; p. 284, Teach, Teaching Options; p. 287, Differentiation; p. 290, Teach, Differentiation; p. 291, D; p. 300C, Chapter Project; pp. 302–303, Cultural Snapshot; p. 305, Tips for Success; p. 306, Act. 2; p. 307, Act. 5, Comunicación; p. 308, Act. 9; p. 310, Quick Start; p. 312, Differentiation; p. 314, Quick Start; p. 316, Teach; p. 317, Act. 10, Refrán; p. 318, Differentiation; p. 319, Comunicación; p. 320, Teach; p. 323, Introducción; p. 325, Differentiation; p. 326, Teach, Differentiation; p. 327, Comunicación</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 objects and people in greater detail (e.g., shopping in a supermarket); give and follow oral and written directions (e.g., for travel, for cooking). 	<p>SE: p. R5, Act. 4; p. R9, Act. 4–6; p. R15, Act. 5–6; p. R16, B; p. R19, Act. 4; p. R21, Act. 9; p. R27, Act. 3 Expansión, Act. 4; p. R30, Act. 3; p. R33, Act. 7–8; p. R39, Act. 2; p. R42, C; p. R44, Comunidades; p. R45, Act. 4–5; p. R56, Act. 6; p. R57, Act. 8–9; p. R62, Act. 2, 4; p. R63, A; p. R67, Act. 7–9; p. 6, Act. 3; p. 7, Act. 6; p. 11, Foldables; p. 13, Act. 13; p. 16, Después de leer; p. 22, Act. 3–5; p. 23, Tarea; p. 26, Act. 4; p. 27, Act. 7; p. 35, Act. 6; p. 38, Act. 2 Expansión, Act. 3 Expansión; p. 39, Act. 4; p. 41, Act. 4 Expansión, Act. 6; p. 47, B; p. 49, A; p. 52, Act. 2; p. 53, Act. 6; p. 54, Act. 2–5; p. 55, Tarea; p. 66, Act. 2 Expansión; p. 67, Act. 5; p. 70, Act. 2 Expansión, Act. 4; p. 75, Act. 8–9; p. 83, A, D; p. 87, A–B; p. 89, Act. 6; p. 90, Act. 1, 4–5; p. 91, Tarea; p. 102, Act. 2 Expansión; p. 105, Act. 4–5; p. 106, Act. 7; p. 107, Act. 8 Expansión, Act. 9; p. 111, Act. 17; p. 113, Foldables; p. 115, B; p. 123, B–D; p. 126, Act. 2, 4–5; p. 127, Tarea; p. 138, Act. 4; p. 139, Act. 6 Expansión; p. 142, Foldables; p. 151, C–D; p. 152, Act. 2; p. 155, B–D; p. 158, Act. 1, 4–5; p. 163, Act. 8; p. 171, Act. 5; p. 174, Act. 4; p. 175, Act. 5, 7, Estudio de palabras #2, Foldables; p. 177, Act. 2 Expansión; p. 183, B; p. 185, B, D; p. 191, C–D; p. 194, Act. 4; p. 195, Tarea; p. 207, Act. 5; p. 210, Act. 2; p. 215, Act. 7; p. 228, Act. 4–6; p. 229, Tarea; p. 243, Act. 3; p. 247, Act. 13; p. 251, D–E; p. 255, A, C; p. 259, C–F; p. 262, Act. 1–2, 4; p. 263, Tarea; p. 275, Act. 5, Foldables; p. 277, Act. 3; p. 279, Act. 7; p. 283, A–B; p. 287, A; p. 291, A; p. 293, Act. 7; p. 294, Act. 1–5; p. 295, Tarea; p. 298, Act. 4;</p>

		<p>p. 299, Act. 6; p. 306, Act. 3; p. 307, Act. 7 Expansión, Foldables; p. 308, Act. 9 Expansión; p. 311, Act. 1 Expansión, Act. 2 Expansión; p. 315, Act. 7 Expansión; p. 319, B; p. 321, A; p. 327, B–C; p. 330, Act. 3–5; p. 331, Tarea</p> <p>TE: p. R3, Differentiation, Writing Development; p. R4, Act. 1; p. R5, Differentiation, Comunicación; p. R8, Differentiation; p. R9, Comparaciones; p. R13, Differentiation; p. R14, Act. 1; p. R15, Differentiation; p. R16, Differentiation; p. R25, Differentiation, Comunicación, Cultura; p. R26, Differentiation, Learning from Realia; p. R27, Act. 3–4, Writing Development; p. R31, Quick Start; p. R32, Differentiation; p. R33, Writing Development; p. R36, Teach; p. R38, Tips for Success; p. R39, Act. 1; p. R40, Act. 4, Tips for Success; p. R42, C; p. R46, Quick Start; p. R50, Teach, Differentiation; p. R51, Cultural Snapshot; p. R52, Differentiation, Writing Development; p. R57, Writing Development; p. R61, Differentiation, Teaching Options; p. R62, Comunicación; p. R63, Differentiation; p. R65, Differentiation; p. R66, Teach; p.1C, Chapter Project; p. 1D, Connection to Fine Art; p. 7, Tips for Success; p. 14, Cultura; p. 15, Comunidades; p. 16, Heritage Speakers; p. 22, Tips for Success; p. 28C, Chapter Project; p. 28D, ¿Caminar o conducir?; p. 33, Comunicación; p. 36, Differentiation; p. 37, Differentiation; p. 41, Act. 2, Differentiation; p. 47, B; p. 48, Differentiation; p. 50, Conexiones; p. 54, Tips for Success; p. 60C, Chapter Project; p. 62, México; p. 63, México; p. 65, Heritage Speakers, Differentiation; p. 67, Writing Development; p. 68, Differentiation; p. 69, Differentiation, Teaching Options; p. 71, Differentiation, GeoVistas; p. 74, Learning from Realia; p. 75, Differentiation, Teaching Options; p. 78, Differentiation; p. 79, A, Differentiation; p. 81, Differentiation; p. 82, Comparaciones, Heritage Speakers; p. 84, Differentiation; p. 86, Teach, Tips for Success A; p. 90, Tips for Success; p. 96C, Chapter Project; p. 103, Differentiation; p. 113, Comunicación; p. 115, B; p. 122, Writing Development; p. 123, C; p. 126, Tips for Success; p. 132C, Chapter Project; p. 132D, Día de los Santos Inocentes; p. 137, Comunicación; p. 139, Differentiation, Cultura; p. 146, Differentiation; p. 147, Heritage Speakers; p. 148, Teach, Teaching Options; p. 149, Comparaciones; p. 150, Heritage Speakers; p. 151, B; p. 153, Teach; p. 154, Differentiation; p. 158, Tips for Success; p. 164C, Chapter Project; p. 164D, Día de los Reyes; p. 169, Comunicación; p. 170, Differentiation; p. 171, Act. 4–5; p. 173, Comunicación, Comparaciones; p. 175, Differentiation; p. 177, Differentiation; p. 178, Quick Start; p. 179, Differentiation; p. 182, Teaching Options, Differentiation; p. 184, Teach, Differentiation; p. 186, Differentiation; p. 188, Teaching Options; p. 190, Teach; p. 191,</p>
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		<p>Writing Development, Differentiation; p. 194, Tips for Success; p. 200C, Chapter Project; p. 200D, Carnaval; p. 205, Differentiation, Comunidades; p. 207, Differentiation; p. 209, Heritage Speakers, Differentiation; p. 210, Differentiation; p. 215, Teaching Options, Differentiation; p. 218, Differentiation; p. 219, Differentiation; p. 223, Writing Development; p. 225, Writing Development; p. 228, Tips for Success; p. 234C, Chapter Project; p. 234D, Día de los Niños; p. 237, Comunicación; p. 238, Heritage Speakers; p. 249, Differentiation; p. 252, Teaching Options; p. 253, Heritage Speakers; p. 256, Differentiation; p. 262, Tips for Success; p. 268C, Chapter Project; p. 274, Differentiation; p. 277, Writing Development; p. 278, Quick Start, Differentiation, Cultural Snapshot, GeoVistas; p. 282, Conexiones; p. 284, Teaching Options; p. 285, Teaching Options; p. 286, Differentiation, Heritage Speakers; p. 287, Differentiation; p. 288, Introducción; p. 290, Differentiation; p. 294, Tips for Success; p. 304, Quick Start, Teach; p. 305, Comunicación; p. 307, Differentiation, Comunicación; p. 312, Differentiation; p. 319, Comunicación; p. 321, Writing Development; p. 322, Differentiation; p. 323, Heritage Speakers; p. 330, Tips for Success</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"> • use the language being studied to 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.; • form bases for understanding relationships between geographical features and cultural practices and products; • 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>SE: p. R40, Act. 5; p. 26, Act. 4; p. 83, D; p. 90, Act. 3; p. 127, Tarea; p. 134, Introducción al tema; p. 149, Reading Checks; p. 151, A, E; p. 157, Act. 8, Cultura (caption); p. 158, Act. 2; p. 159, Tarea; p. 194, Act. 1–3; p. 233, Act. 7; p. 308, Act. 10; p. 330, Act. 2–3; p. 331, Tarea</p> <p>TE: p. R6, Differentiation; p. R9, Comparaciones; p. R15, Differentiation; p. R18, Cultural Snapshot; p. R25, Comunicación; p. R41, Teach; p. R63, Differentiation; p. R65, Differentiation; p. 1D, La dieta, Connection to Fine Art; p. 2, Present; p. 16, Heritage Speakers; p. 28D, ¿Caminar o conducir?; p. 30, Present; p. 47, Differentiation, GeoVistas; p. 55, About the Spanish Language; p. 62, Present, Costa Rica; p. 63, Puerto Rico; p. 65, Comparaciones, Heritage Speakers; p. 68, Cultura; p. 96C, Chapter Project; p. 97, Cultural Snapshot; p. 112, Differentiation; p. 114, Cultura; p. 134, Estados Unidos, México; p. 135, Argentina, España; p. 137, Cultura; p. 139, Cultura; p. 146, Differentiation; p. 149, Comparaciones; p. 166, Present; p. 169, Comunicación; p. 182, Differentiation; p. 214, GeoVistas; p. 218, Teach; p. 239, Comunidades; p. 254, GeoVistas; p. 268C, Chapter Project; p. 268D, Cinco de Mayo; p. 300C, Chapter Project; p. 307, Comunicación; p. 318, Differentiation; p. 326, Teach</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 and art); • participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied. 	<p>SE: p. R54, Cultura; p. 13, Refrán; p. 22, Act. 4; p. 45, Refrán; p. 77, Refrán; p. 86, El hermano ausente en la cena de Pascua; p. 111, Refrán; pp. 118–122, El mensajero de San Martín; p. 145, Refrán; pp. 153–154, El conde Lucanor; p. 155, Cultura; p. 181, Refrán; pp. 188–190, Temprano y con sol; p. 201, caption; p. 203, España (M, B), Honduras; p. 207, Cultura; p. 217, Refrán; pp. 220–222, Las artes; p. 221, Reading Check, Cultura; p. 222, Cultura; p. 223, C–F; p. 225, No sé por qué piensas tú; p. 227, Cultura (caption); p. 228, Act. 4; p. 249, Refrán; p. 251, E; p. 257, Cultura; p. 258, A Julia de Burgos; p. 259, Cultura; p. 275, Act. 7; p. 281, Refrán; p. 286, caption (L); pp. 289–290, Oda a la alcachofa; p. 317, Refrán; pp. 324–326, Un día de éstos</p> <p>TE: p. 1C, Chapter Project; p. 1D, Connection to Fine Art; p. 13, Refrán; p. 28D, Connection to Fine Art; p. 45, Refrán; p. 60D, Ojo de Dios; p. 77, Refrán; p. 111, Refrán; p. 132C, Chapter Project; p. 145, Refrán; p. 173, Comparaciones; p. 181, Refrán; p. 200C, Chapter Project; p. 200D, Chachachá; p. 209, Differentiation; p. 217, Refrán; p. 221, Conexiones; p. 234D, Tejano; p. 239, Comunidades; p. 249, Refrán; p. 281, Refrán; p. 300D, La música andina; p. 317, Refrán</p>
<p>Standard Number 3 (Goal Three):</p>	<p>Connect with Other Disciplines and Acquire Information</p>	
<p>3.1</p>	<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"> • 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. SH40–SH55, GeoVistas; p. R53, Pronombres de complemento directo; p. 6, Act. 3, Conexiones; p. 10, GeoVistas; p. 16, Estrategia de lectura; p. 23, Writing Strategy; p. 34, Conexiones; p. 44, Conexiones; p. 47, GeoVistas; p. 48, Estrategia de lectura, Durante la lectura; pp. 48–49, Vida activa y buena salud; p. 55, Tarea, Writing Strategy; p. 71, GeoVistas; p. 72, Conexiones; p. 85, Introducción; p. 86, Estrategia, El hermano ausente en la cena de Pascua; p. 91, Writing Strategy; p. 115, GeoVistas; p. 117, Fondo histórico; p. 118, Estrategia; pp. 118–122, El mensajero de San Martín; p. 123, E; p. 127, Writing Strategy; p. 138, GeoVistas; p. 139, Conexiones; p. 152, Estrategia; p. 153, Introducción; pp. 153–154, El conde Lucanor; p. 155, Cultura; p. 184, GeoVistas; p. 187, Introducción; p. 188, Estrategia; pp. 188–190, Temprano y con sol; p. 204, El arte; p. 207, Act. 5, Conexiones; p. 208, La literatura; p. 210, Act. 1–2; p. 214, GeoVistas; p. 216, #1; p. 220, Reading Check; pp. 220–222, Las artes; p. 222, Cultura; p. 223, B–C; p. 224, Introducción, Fondo histórico; p. 225, No sé por qué piensas tú, C, GeoVistas; p. 226, Act. 1–2; p. 227, Act. 6; p. 228, Act. 3; p. 229, Tarea; p. 235, Aquí y Allí; p. 241, Estudio de palabras #2; p. 242, Conexiones; p. 245, Conexiones; p. 248, Act. 14; p. 249, Act. 16; p. 252, Reading Checks;</p>

		<p>pp. 252–254, Latinos en Estados Unidos; p. 253, Reading Check; p. 254, Reading Checks, GeoVistas; p. 255, A–C, Conexiones; p. 257, Introducción, Estrategia; p. 258, A Julia de Burgos; p. 259, B–C; p. 261, Act. 8; p. 263, Tarea; p. 270, España (T); p. 271, Perú (L), Ecuador; p. 278, GeoVistas; p. 283, B; pp. 284–286, Historia de la comida; p. 285, Reading Checks; p. 286, Reading Check; p. 287, A, D–E; p. 288, Introducción; p. 289, Estrategia; pp. 289–290, Oda a la alcachofa; p. 291, E; p. 293, Act. 7–8; p. 295, Writing Strategy, #2; p. 312, Act. 4; p. 322, GeoVistas; p. 323, Introducción, Fondo histórico; pp. 324–326, Un día de éstos; p. 331, Tarea</p> <p>TE: p. R25, Cultura; p. R32, Cultural Snapshot; p. 1C, Chapter Project; p. 1D, La dieta, Connection to Fine Art; pp. 2–3, Cultural Snapshot; p. 10, GeoVistas; p. 28D, ¿Caminar o conducir?, Connection to Fine Art; p. 47, GeoVistas; p. 59, Conexiones; p. 60D, Mariachi; p. 63, Argentina; p. 71, GeoVistas; p. 72, Conexiones; p. 85, Conexiones; p. 96D, Día de la Raza, Tango; p. 103, Cultural Snapshot; p. 109, Conexiones; p. 115, GeoVistas; p. 117, Conexiones, Cultural Snapshot; p. 123, Conexiones; p. 132D, Reggaetón; p. 138, GeoVistas; p. 139, Cultura; p. 143, Cultural Snapshot; p. 164C, Chapter Project; p. 164D, Mambo; p. 184, GeoVistas; p. 187, Introducción; p. 200C, Chapter Project; p. 200D, Chachachá; p. 202, Present, Colombia, México; p. 203, España (M, B); p. 204, Cultural Snapshot; p. 205, Differentiation, Comunidades, Cultural Snapshot; p. 207, Conexiones, Cultural Snapshot; p. 208, Present, Conexiones; p. 209, Tips for Success; p. 214, GeoVistas; p. 220, Teach; p. 221, Conexiones; p. 224, Introducción, Conexiones, GeoVistas; p. 234C, Chapter Project; p. 234D, Tejano; p. 254, GeoVistas; p. 268C, Chapter Project; p. 268D, Cinco de Mayo, Merengue; p. 270, Present; pp. 270–271, Cultural Snapshot; p. 278, GeoVistas; p. 282, Conexiones; p. 284, Teach; p. 286, Differentiation; p. 288, Introducción; p. 290, Differentiation; p. 300D, La música andina; p. 312, Differentiation; p. 322, GeoVistas; p. 332, 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>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 imperative moods; 	<p>SE: pp. SH40–SH55, GeoVistas; p. R13, Nota; p. R36, Vocabulario; p. 2, España (L); p. 5, En otras partes; pp. 8–9, El subjuntivo; p. 11, El imperativo formal; p. 13, El imperativo familiar—formas negativas; p. 16, Una receta hispana; p. 18, Una receta para «la ropa vieja»; p. 24, Gramática; p. 26, Act. 4; p. 37, Nota; p. 40, El subjuntivo con expresiones impersonales; p. 42, ¡Ojalá! ¡Quizás! ¡Tal vez!; p. 43, El subjuntivo de los verbos de cambio radical; pp. 48–49, Vida activa y buena salud; p. 50, Médicos Sin Fronteras; p. 56, Gramática; p. 62,</p>

	<ul style="list-style-type: none"> • use new information and perspectives of other cultures to broaden personal experiences. 	<p>Estados Unidos, República Dominicana; p. 63, España (L); p. 68, En otras partes; p. 69, Nota; p. 70, Act. 4; p. 72, El subjuntivo con deseos; p. 74, El subjuntivo con expresiones de emoción; pp. 80–82, Celebraciones y ritos de pasaje; p. 83, D; p. 84, caption; p. 85, Introducción, Cultura; p. 92, Gramática; p. 99, Europa; p. 102, ¡Así se dice!, Nota; p. 104, El subjuntivo con expresiones de duda; p. 106, El subjuntivo en cláusulas adverbiales, Act. 7; p. 108, Otros tiempos compuestos; p. 114, Los preparativos para un viaje; p. 117, Introducción, Fondo histórico; p. 120, Cultura; p. 128, Gramática; p. 134, Introducción al tema, Estados Unidos; p. 135, España; p. 137, En otras partes; p. 139, Conexiones; p. 140, El imperfecto del subjuntivo, ¡Ojo!; p. 143, Subjuntivo o infinitivo; p. 144, En otras partes; p. 148, Cultura; pp. 148–150, ¿Buen comportamiento o mal comportamiento?; p. 152, Estrategia; p. 153, Introducción; p. 158, Act. 2; p. 160, El imperfecto del subjuntivo; p. 167, El Salvador, Panamá; p. 169, ¡Así se dice!; p. 173, En otras partes; p. 175, Cultura; p. 176, El subjuntivo con conjunciones de tiempo; p. 178, El subjuntivo con verbos especiales; p. 183, Cultura; p. 184, ¡A Bolivia ya!; p. 186, caption; p. 187, Introducción; p. 188, Estrategia; p. 196, Gramática; p. 201, Aquí y Allí; p. 203, España (B); p. 207, Conexiones; p. 211, Cultura; p. 212, El subjuntivo; p. 213, Cultura; p. 214, Cláusulas con sí; pp. 220–222, Las artes; p. 224, Introducción, Fondo histórico; p. 230, Gramática; p. 235, Aquí y Allí; p. 236, Introducción al tema, Florida (L), Nueva York; p. 237, California; p. 242, Conexiones; p. 246, Carreras; pp. 252–254, Latinos en Estados Unidos; p. 257, Introducción; p. 263, Tarea; p. 270, España; p. 271, Perú (R), Ecuador; p. 275, Act. 7; p. 283, Cultura (caption); pp. 284–286, Historia de la comida; p. 288, Introducción; p. 305, Nota; p. 312, Cultura; p. 316, El subjuntivo en cláusulas relativas, Nota; p. 320, Una lengua importante; p. 323, Introducción, Fondo histórico; p. 324, Estrategia</p> <p>TE: p. R15, Cultural Snapshot; p. R25, Cultura; p. R32, Cultural Snapshot; p. R40, Cultural Snapshot; p. R44, Cultural Snapshot; p. R45, Cultural Snapshot; p. R51, Cultural Snapshot; p. R55, Cultural Snapshot; p. R65, Cultural Snapshot; p. R67, Learning from Realia; p. 1D, La dieta, Connection to Fine Art; p. 1, Cultural Snapshot; pp. 2–3, Cultural Snapshot; p. 7, Cultural Snapshot; p. 9, Cultural Snapshot; p. 10, Cultural Snapshot; p. 14, Cultura; p. 15, Cultural Snapshot; p. 16, Cultural Snapshot; p. 19, About the Spanish Language; p. 28D, ¿Caminar o conducir?; p. 29, Spotlight on Culture; p. 35, Cultural Snapshot; p. 39, Cultura; p. 44, Conexiones; p. 48, Cultural Snapshot; p. 55, About the Spanish Language; p. 60D, Ojo de Dios, Mariachi; pp.</p>
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		62–63, Cultural Snapshot; p. 65, Cultura, Comparaciones; p. 67, Cultural Snapshot; p. 68, Cultura; p. 69, Learning from Realia, Cultura; p. 71, Cultural Snapshot; p. 75, Cultural Snapshot; p. 77, Cultural Snapshot; p. 82, Comparaciones; p. 85, Cultural Snapshot; p. 96D, Día de la Raza, Tango; p. 98, México, España; p. 101, About the Spanish Language; p. 103, Cultural Snapshot; p. 109, Conexiones, Cultural Snapshot; p. 111, Cultural Snapshot, Refrán; p. 114, Cultural Snapshot; p. 115, Cultural Snapshot; p. 117, Cultural Snapshot; p. 119, About the Spanish Language; p. 120, Cultural Snapshot; p. 123, Conexiones; p. 125, Cultural Snapshot; p. 131, Cultural Snapshot; p. 132D, Día de los Santos Inocentes, Reggaetón; p. 139, Cultura; p. 142, Cultural Snapshot; p. 143, Cultural Snapshot; p. 144, Cultural Snapshot; p. 145, Refrán; p. 147, Heritage Speakers; p. 149, About the Spanish Language, Comparaciones; p. 150, Heritage Speakers; p. 152, Cultural Snapshot; p. 164D, Día de los Reyes, Mambo; pp. 166–167, Cultural Snapshot; p. 168, About the Spanish Language; p. 169, En otras partes; p. 172, En otras partes; p. 173, En otras partes, About the Spanish Language; p. 175, Cultural Snapshot; p. 177, Cultural Snapshot; p. 181, Refrán; p. 183, Learning from Realia; p. 184, Cultural Snapshot; p. 185, About the Spanish Language, Cultural Snapshot; p. 186, Cultural Snapshot; p. 188, Cultural Snapshot; p. 190, Cultural Snapshot; p. 193, Cultural Snapshot; p. 200D, Carnaval, Chachachá; pp. 202–203, Cultural Snapshot; p. 204, Cultural Snapshot; p. 205, Cultural Snapshot; p. 206, Cultural Snapshot; p. 207, Cultural Snapshot; p. 209, About the Spanish Language; p. 211, Cultural Snapshot; p. 214, Cultural Snapshot; p. 216, ¡Ojo!, Cultural Snapshot; p. 234C, Chapter Project; p. 234D, Día de los Niños, Tejano; p. 235, Spotlight on Culture; pp. 236–237, Cultural Snapshot; p. 237, Comunicación; p. 239, About the Spanish Language, Comunidades; p. 244, Cultural Snapshot; p. 253, Cultural Snapshot; p. 256, Cultural Snapshot; p. 268C, Chapter Project; p. 268D, Cinco de Mayo, Merengue; pp. 270–271, Cultural Snapshot; p. 275, Cultural Snapshot; p. 277, Writing Development; p. 278, Cultural Snapshot; p. 279, Cultural Snapshot; p. 281, Refrán; p. 282, Conexiones; p. 283, About the Spanish Language; p. 291, Cultural Snapshot; p. 300D, Inti Raymi, La música andina; p. 310, Teach, Tips for Success; p. 311, Cultural Snapshot; p. 312, Cultural Snapshot; p. 322, Cultural Snapshot; p. 330, Cultural Snapshot; p. 332, Cultural Snapshot
Standard Number 4 (Goal Four):	Develop Insight into the Nature of Language and Culture	
4.1	Demonstrate understanding of the nature of language through comparisons of the language studied and one’s own.	SE: p. R5, Act. 5, ¡Ojo!; p. R7, Presente de los verbos regulares e irregulares; p. R17, Presente de los verbos de cambio radical; p. R18, Act. 2; p. R20, Act. 7; p. R29, Pretérito de los verbos regulares; 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; • express meaning using appropriate idioms; • expand knowledge of verbs to include all the indicative and imperative moods. 	<p>R31, Pretérito de los verbos irregulares; pp. R43–R44, El imperfecto; p. R46, Act. 8; p. R54, El pretérito y el imperfecto; p. R55, Act. 4; p. R56, Act. 6; p. R65, Act. 2–3; pp. 8–9, El subjuntivo; p. 9, Act. 1; p. 10, Act. 3, 5, InfoGap; p. 11, El imperativo formal, Foldables; p. 12, Act. 7–8; p. 13, El imperativo familiar—formas negativas, Act. 11, 13, Refrán; p. 21, Act. 3–6; p. 22, Act. 1–5; p. 23, Tarea; p. 24, Gramática; p. 26, Act. 5; p. 35, Act. 6; p. 40, El subjuntivo con expresiones impersonales; p. 41, Act. 6, Foldables; p. 42, ¡Ojalá! ¡Quizás! ¡Tal vez!; p. 43, El subjuntivo de los verbos de cambio radical; p. 45, Refrán; p. 53, Act. 5–6; p. 54, Act. 1–5; p. 55, Tarea; p. 56, Gramática; p. 72, El subjuntivo con deseos; p. 73, Act. 2; p. 74, Act. 5, El subjuntivo con expresiones de emoción, InfoGap; p. 75, Act. 8; p. 77, Refrán; p. 88, Act. 3; p. 89, Act. 4; p. 90, Act. 1–5; p. 91, Tarea; p. 92, Gramática; p. 94, Act. 4; p. 95, Act. 5; p. 104, El subjuntivo con expresiones de duda; p. 105, Act. 1–5; p. 106, El subjuntivo en cláusulas adverbiales; p. 107, Act. 8–9, Act. 8 Expansión; p. 108, Otros tiempos compuestos; p. 109, Act. 12; p. 110, Act. 15; p. 111, Act. 17, Refrán; p. 124, Act. 3–4; p. 125, Act. 5–7; p. 126, Act. 1–5; p. 127, Tarea; p. 128, Gramática; p. 131, Act. 5; p. 140, El imperfecto del subjuntivo; p. 141, Act. 1–2, 4, InfoGap; p. 142, Act. 5–6, Foldables; p. 143, Subjuntivo o infinitivo, Act. 7–9; p. 144, Act. 10–11; p. 145, Act. 12, 14, Refrán; p. 156, Act. 3–4; p. 157, Act. 5–7; p. 158, Act. 1–5; p. 159, Tarea; p. 160, El imperfecto del subjuntivo; p. 162, Act. 2; p. 163, Act. 7–8; p. 176, El subjuntivo con conjunciones de tiempo, Act. 1; p. 177, Act. 2–4, Act. 2 Expansión, InfoGap; p. 178, El subjuntivo con verbos especiales; p. 179, Act. 5–7; p. 181, Refrán; p. 192, Act. 3; p. 193, Act. 4; p. 194, Act. 1–4; p. 195, Tarea; p. 196, Gramática; p. 199, Act. 6; p. 212, El subjuntivo; p. 213, Act. 1–3; p. 214, Cláusulas con sí; p. 215, Act. 4–7, InfoGap; p. 217, Act. 9, Refrán; p. 227, Act. 3–4; p. 228, Act. 1–6; p. 229, Tarea; p. 230, Gramática; p. 232, Act. 2–3; p. 233, Act. 5; p. 243, Act. 2, InfoGap; p. 244, Act. 5; p. 245, #1; p. 246, Act. 8, 10; p. 247, Uso especial del artículo indefinido, Act. 12; p. 249, Refrán; p. 260, Act. 3–4; p. 261, Act. 5–6; p. 262, Act. 1–4; p. 263, Tarea; p. 266, Act. 2–3; p. 267, Act. 4; p. 276, La voz pasiva; p. 277, Act. 4; p. 279, Act. 5–6, 8; p. 281, Refrán; p. 292, Act. 3; p. 293, Act. 4; p. 294, Act. 1–5; p. 295, Tarea; p. 299, Act. 6; p. 310, Por y para; p. 312, Por y para con expresiones de tiempo; p. 313, Por y para con el infinitivo; p. 314, Otros usos de por y para; p. 316, El subjuntivo en cláusulas relativas; p. 317, Act. 11, Refrán; p. 329, Act. 4; p. 330, Act. 1–5; p. 331, Tarea; p. 332, Gramática; p. 334, Act. 2; p. 335, Act. 4–6; p. SR2, InfoGap; p. SR4, InfoGap, pp. SR6–SR9, InfoGap</p> <p>TE: p. R3, Writing Development; p. R7, Quick Start; p. R16,</p>
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		<p>Differentiation; p. R27, Writing Development; p. R31, Quick Start; p. R33, Writing Development; p. R46, Why It Works!; p. R53, Quick Start; p. R64, About the Spanish Language; p. 13, Refrán; p. 22, Rubric; p. 23, Rubric; p. 45, Refrán; p. 54, Rubric; p. 55, Rubric; p. 60C, Chapter Project; p. 72, Conexiones; p. 74, Learning from Realia; p. 75, Differentiation, Tips for Success, Teaching Options; p. 77, Refrán; p. 90, Rubric; p. 91, Rubric; p. 96C, Chapter Project; p. 98, Nicaragua, México, España; p. 105, Act. 3; p. 111, Refrán; p. 126, Rubric; p. 127, Rubric; p. 132C, Chapter Project; p. 145, Refrán; p. 146, Differentiation; p. 150, Cultura; p. 158, Rubric; p. 159, Rubric; p. 168, About the Spanish Language; p. 179, Differentiation; p. 181, Refrán; p. 194, Rubric; p. 195, Rubric; p. 212, Quick Start, Teach; p. 217, Refrán; p. 223, Writing Development; p. 225, Writing Development; p. 228, Rubric; p. 229, Rubric; p. 234C, Chapter Project; p. 249, Refrán; p. 258, Teaching Options; p. 262, Rubric; p. 263, Rubric; p. 276, Teach; p. 278, Differentiation; p. 281, Refrán; p. 294, Rubric; p. 295, Rubric; p. 310, Quick Start; p. 314, Quick Start; p. 316, Teach; p. 317, Refrán; p. 321, Writing Development; p. 330, Rubric; p. 331, Rubric</p>
<p>4.2</p>	<p>Recognize that cultures use different patterns of interaction and apply this knowledge to one’s own culture.</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; • compare and contrast culturally appropriate verbal and nonverbal cues in both cultures; • distinguish circumstantially correct behavioral expectations; • compare rituals, folklore and other intangible products from diverse cultures; 	<p>SE: p. R39, Act. 2; p. R40, Act. 5; p. 1, Aquí y Allí; p. 12, ¿Te acuerdas?; p. 70, Act. 4; p. 83, A–B, D; p. 127, #1; p. 134, Introducción al tema; p. 136, Saludos; p. 137, Despedidas; p. 147, E; p. 148, Reading Check; p. 151, A, C–E; p. 157, Act. 8, Cultura (caption); p. 158, Act. 2; p. 159, Tarea; p. 194, Act. 1–3; p. 295, Tarea</p> <p>TE: p. R6, Differentiation; p. R9, Comparaciones; p. R39, Act. 2; p. R41, Teach; p. 1D, Connection to Fine Art; p. 2, Present; p. 28D, ¿Caminar o conducir?; p. 30, Present; p. 62, Present, Costa Rica; p. 65, Comparaciones, Heritage Speakers; p. 68, Cultura; p. 82, Comparaciones; p. 96D, Día de la Raza, Tango; p. 97, Cultural Snapshot; p. 114, Cultura; p. 132C, Chapter Project; p. 132D, Día de los Santos Inocentes; p. 134, Estados Unidos, México; p. 135, Argentina, España; p. 137, Cultura; p. 139, Cultura; p. 146, Differentiation; p. 147, Heritage Speakers; p. 149, Comparaciones; p. 150, Cultura; p. 166, Present; p. 173, Comparaciones; p. 203, España (B); p. 239, Comunidades; p. 268C, Chapter Project; p. 268D, Cinco de Mayo; p. 300D, Inti Raymi</p>

	<ul style="list-style-type: none"> focus on the commonalities of other cultural systems and Tennessee traditions. 	
Standard Number 5 (Goal Five):	Participate in Multicultural Communities at Home and Around the World	
5.1	<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; present information about the target language and culture in the target language; 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>SE: p. R2, QuickPass; p. R6, QuickPass; p. R7, QuickPass; p. R12, QuickPass; p. R16, QuickPass; p. R17, QuickPass; p. R28, QuickPass; p. R29, QuickPass; p. R36, QuickPass; p. R41, QuickPass; p. R43, QuickPass; p. R50, QuickPass; p. R52, QuickPass; p. R53, QuickPass; p. R60, QuickPass; p. R63, QuickPass; p. R64, QuickPass; p. 6, QuickPass; p. 8, QuickPass; p. 14, QuickPass; p. 26, Act. 4; p. 34, QuickPass; p. 38, QuickPass; p. 40, QuickPass; p. 46, QuickPass; p. 55, Tarea; p. 66, QuickPass; p. 70, QuickPass; p. 72, QuickPass; p. 78, QuickPass; p. 83, B; p. 102, QuickPass; p. 112, QuickPass; p. 115, C; p. 127, Tarea; p. 138, QuickPass; p. 140, QuickPass; p. 146, QuickPass; p. 158, Act. 3; p. 159, Tarea; p. 170, QuickPass; p. 174, QuickPass; p. 176, QuickPass; p. 182, QuickPass; p. 195, #1; p. 206, QuickPass; p. 210, QuickPass; p. 212, QuickPass; p. 218, QuickPass; p. 240, QuickPass; p. 242, QuickPass; p. 250, QuickPass; p. 251, E; p. 262, Act. 1, 3; p. 263, #1; p. 274, QuickPass; p. 275, Act. 7; p. 276, QuickPass; p. 282, QuickPass; p. 295, Tarea; p. 306, QuickPass; p. 310, QuickPass; p. 318, QuickPass; p. 320, Antes de leer; p. 330, Act. 5</p> <p>TE: p. R2, Glencoe Technology; p. R6, Glencoe Technology; p. R7, Glencoe Technology; p. R13, Glencoe Technology; p. R16, Glencoe Technology; p. R17, Glencoe Technology; p. R24, Glencoe Technology; p. R25, Cultura; p. R28, Glencoe Technology; p. R29, Glencoe Technology; p. R37, Glencoe Technology; p. R41, Glencoe Technology; p. R43, Glencoe Technology; p. R50, Glencoe Technology; p. R52, Glencoe Technology; p. R57, Glencoe Technology; p. R62, Glencoe Technology; p. R64, Glencoe Technology; p. 1C, Chapter Project; p. 1D, Connection to Fine Art; p. 6, Glencoe Technology; p. 9, Glencoe Technology; p. 14, Glencoe Technology; p. 15, Comunidades; p. 16, Glencoe Technology; p. 19, Cultura; p. 21, Glencoe Technology; p. 27, Glencoe Technology; p. 34, Glencoe Technology; p. 39, Glencoe Technology; p. 46, Glencoe Technology; p. 48, Glencoe Technology; p. 50, Conexiones; p. 53, Glencoe Technology; p. 58, Glencoe Technology; p. 62, Estados Unidos, República Dominicana; p. 65, Heritage Speakers; p. 69, Teaching Options; p. 71, GeoVistas, Glencoe Technology; p. 73, Glencoe Technology; p. 78, Glencoe Technology; p. 80, Glencoe Technology; p. 82, Comparaciones, Heritage Speakers; p. 89, Glencoe Technology; p. 95, Glencoe Technology; p. 96D, Tango; p.</p>

		<p>102, Glencoe Technology; p. 107, Glencoe Technology; p. 112, Glencoe Technology; p. 125, Glencoe Technology; p. 131, Glencoe Technology; p. 132C, Chapter Project; p. 132D, Día de los Santos Inocentes; p. 145, Glencoe Technology; p. 146, Glencoe Technology; p. 149, Comparaciones; p. 150, Glencoe Technology; p. 157, Glencoe Technology; p. 163, Glencoe Technology; p. 164C, Chapter Project; p. 171, Glencoe Technology; p. 173, Comparaciones; p. 178, Glencoe Technology; p. 182, Glencoe Technology; p. 193, Glencoe Technology; p. 200C, Chapter Project; p. 200D, Carnaval; p. 203, España (B); p. 205, Differentiation, Comunidades; p. 207, Conexiones; p. 209, Heritage Speakers; p. 210, Glencoe Technology; p. 211, Cultural Snapshot; p. 212, Glencoe Technology; p. 218, Glencoe Technology; p. 221, Conexiones; p. 222, Glencoe Technology; p. 224, Conexiones; p. 227, Glencoe Technology; p. 233, Glencoe Technology; p. 234C, Chapter Project; p. 234D, Día de los Niños, Tejano; p. 237, Comunicación; p. 239, Comunidades; p. 240, Glencoe Technology; p. 243, Glencoe Technology; p. 250, Glencoe Technology; p. 253, Heritage Speakers, Glencoe Technology; p. 254, GeoVistas; p. 261, Glencoe Technology; p. 267, Glencoe Technology; p. 268C, Chapter Project; p. 273, Comunidades; p. 275, Glencoe Technology; p. 276, Glencoe Technology; p. 277, Writing Development; p. 282, Conexiones; p. 285, Differentiation, Glencoe Technology; p. 286, Heritage Speakers; p. 288, Introducción; p. 290, Differentiation; p. 291, Cultural Snapshot; p. 293, Glencoe Technology; p. 299, Glencoe Technology; p. 300D, Inti Raymi, La música andina; p. 307, Comunicación; p. 309, Glencoe Technology; p. 313, Glencoe Technology; p. 318, Glencoe Technology; p. 320, Carreras, Glencoe Technology; p. 323, Heritage Speakers; p. 329, Glencoe Technology; p. 335, 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>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); • exchange letters or e-mails with target language speakers (in the target language); • find various sources in the target language to obtain information on current events and information of personal interest. 	<p>SE: p. 55, Tarea; p. 87, C–D; p. 115, C; p. 158, Act. 3; p. 159, #1; p. 251, E</p> <p>TE: p. 1C, Chapter Project; p. 1D, Connection to Fine Art; p. 15, Comunidades; p. 19, Cultura; p. 50, Conexiones; p. 82, Comparaciones; p. 96D, Tango; p. 164C, Chapter Project; p. 200C, Chapter Project; p. 200D, Carnaval; p. 205, Differentiation; p. 207, Conexiones; p. 209, Differentiation; p. 239, Comunidades; p. 285, Differentiation; p. 288, Introducción; p. 291, Cultural Snapshot; p. 300D, Inti Raymi, La música andina; p. 320, Carreras</p>