



Tennessee Standards Correlated to Glencoe ¡Así se dice! Level 4 © 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"> • exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community; • use appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information); • use culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the 	<p>SE: p. 3, Act. 2; p. 5, A; p. 7, B; p. 11, E; p. 12, Act. 3; p. 13, Act. 1–2, 5; p. 15, Act. 1; p. 16, Act. 3; p. 18, Act. 7; p. 19, Act. 8; p. 20, Act. 10–11; p. 25, Act. 16; p. 27, Act. 1–4, Composición; p. 30, B–C; p. 31, Act. 1; p. 33, A–C; p. 34, Act. 2; p. 35, Act. 1, 3; p. 37, Act. 2; p. 39, Antes de leer; p. 42, A–D, Conexiones; p. 44, Antes de leer; p. 45, A–D; p. 46, Act. 1; p. 47, Antes de leer; p. 49, A, C–E; p. 50, Episodios 1–3; p. 55, Act. 1; p. 59, B; p. 62, E; p. 65, G; p. 67, Act. 1, 3–4; p. 69, Act. 1; p. 71, Act. 4–5; p. 73, Act. 7; p. 75, Act. 11–12, 14; p. 77, Act. 15–16; p. 78, Act. 17; p. 79, Act. 20; p. 81, Act. 1–4; p. 82, Act. 1; p. 83, Antes de leer; p. 84, A–B; p. 86, Antes de leer; p. 87, A, E; p. 88, Act. 4; p. 89, Act. 2–3; p. 91, Act. 2; p. 94, A–C; p. 95, E; p. 97, Act. 1; p. 100, A; p. 102, Episodios 1–3; p. 107, Act. 1; p. 111, D; p. 113, F; p. 115, H; p. 116, Act. 5; p. 117, Act. 2–3, 5; p. 120, Act. 1; p. 121, Act. 6; p. 122, Act. 10, Carreras; p. 124, Act. 11, 13; p. 125, Act. 15; p. 126, Act. 19; p. 128, Act. 21; p. 129, Act. 25; p. 130, Act. 26, photo caption (T); p. 131, Act. 29; p. 133, Act. 30; p. 135, Act. 1–2, 4; p. 136, Act. 1; p. 139, B; p. 140, Act. 1; p. 141, Antes de leer; p. 143, A, C; p. 144, Act. 5; p. 145, Act. 3–4, Composición; p. 149, C–D; p. 151, A–B; p. 153, Act. 1; p. 160, B–E, Conexiones; p. 161, Act. 1; p. 165, A, C–D; p. 166, Episodios 1–3; p. 171, Act. 1; p. 180, D; p. 182, Act. 3; p. 183, Act. 3; p. 187, Act. 2; p. 188, Act. 6; p. 189, Act. 7; p. 193, Act. 1; p. 194, Act. 1; p. 196, Antes de leer; p. 198, Act. 1; p. 199, Antes de leer; p. 201, A; p. 202, Act. 2; p. 203, Act. 2–4, Composición; p. 204, Act. 1; p. 205, Antes de leer; p. 206, A–D; p. 207, E–F, H; p. 211, A–B; p. 212, Episodios 1–3; p. 217, Act. 1; p. 219, A; p. 221, F; p. 223, G, I–J; p. 225, K, M; p. 226, O; p. 227, P; p. 228, Act. 3; p. 229, Act. 2, 4; p. 231, Act. 1–2, Act. 2 Expansión; p. 233, Act. 5; p. 235, Act. 8; p. 241, Act. 1–3; p. 242, Act. 1; p. 244, B–C; p. 246, Antes de leer; p. 248, Act. 2; p. 249, Act. 1, 3–4, Composición; p.</p>

	<p>target language and maintain listening comprehension.</p>	<p>252, Antes de leer; p. 253, B; p. 254, Antes de leer; p. 255, B–C; p. 263, B–D; p. 264, Episodios 1–3; p. 268, Act. 2; p. 270, A; p. 273, D; p. 275, G; p. 279, L–N; p. 280, Act. 4; p. 281, Act. 1–2; p. 283, Act. 1; p. 286, photo caption (B); p. 288, Act. 8; p. 293, Act. 1–2, Composición; p. 297, B; p. 299, A, C; p. 301, Act. 2–6; p. 303, Act. 1; p. 306, B, D–F; p. 307, Antes de leer; p. 308, A–B, E; p. 309, Antes de leer; p. 311, A, D; p. 315, A, D; p. 316, Episodios 1–3; p. 321, Act. 1; p. 323, A; p. 330, Act. 6–7; p. 331, Act. 2; p. 334, Act. 2; p. 336, Act. 6; p. 341, Act. 1; p. 345, D; p. 347, Act. 4; p. 349, Antes de leer; p. 351, B; p. 363, E–F, J; p. 364, Episodios 1–3; p. 368, Act. 1; p. 371, C–D; p. 372, Act. 3; p. 375, Act. 4; p. 376, Act. 5; p. 377, Act. 7; p. 380, Act. 10; p. 381, Act. 13; p. 384, Act. 1; p. 388, Act. 3; p. 389, Act. 2; p. 391, A, C–D; p. 393, Act. 1; p. 399, B, D; p. 400, Episodios 1–3</p> <p>TE: p. 5, Differentiation; p. 6, Teach; p. 8, Teach; p. 10, Tips for Success, Comunicación, Differentiation; p. 11, Comunicación; p. 13, Tips for Success; p. 16, Comunicación; p. 24, Differentiation; p. 27, Tips for Success; p. 31, Teach; p. 32, Cultura; p. 33, B; p. 37, Differentiation; p. 39, Differentiation; p. 40, Differentiation; p. 41, Teach; p. 42, C–D; p. 44, Conexiones; p. 45, C–D; p. 49, Comunicación, C; p. 54, Tips for Success; p. 57, Comunicación; p. 58, Comunicación; p. 61, D; p. 63, Heritage Speakers; p. 76, Differentiation; p. 78, Differentiation; p. 81, Tips for Success; p. 82, Teach, Comunicación; p. 87, E; p. 90, Teach; p. 92, Introducción; p. 94, B; p. 96, Comunicación; p. 126, Differentiation; p. 129, Comunicación; p. 131, Comunicación; p. 140, Teach, Comunicación; p. 141, Teach, Comunicación; p. 142, Cultura, Comunicación; p. 145, Tips for Success; p. 147, Introducción; p. 148, Teach; p. 150, Teach; p. 151, B; p. 158, Teach; p. 160, D–E; p. 162, Introducción; p. 165, C–F; p. 170, Teach; p. 172, Teach; p. 173, A; p. 174, Comunicación, Carreras; p. 179, Conexiones; p. 183, Tips for Success; p. 194, Teach; p. 197, C; p. 198, Teach; p. 203, Tips for Success; p. 206, Teach; p. 207, E–I; p. 218, Tips for Success, Conexiones; p. 226, Interpersonal; p. 227, Heritage Speakers; p. 241, Tips for Success; p. 242, Cultural Snapshot; p. 243, Comunidades; p. 249, Tips for Success; p. 252, Differentiation; p. 253, Conexiones; p. 258, Introducción; p. 259, Teach; p. 260, Teach; p. 263, Teaching Options; p. 268, Teach; p. 270, Conexiones; p. 271, Teach; p. 276, Comunicación; p. 277, Teach; p. 295, Teach; p. 296, Teach; p. 297, D; p. 298, Differentiation; p. 301, Tips for Success; p. 304, Introducción; p. 308, A–E, Differentiation; p. 312, Teach; p. 320, Teach; p. 322, Teach; p. 324, Teach; p. 326, Teach; p. 331, Tips for Success; p. 342, Teach; p. 343, Teach; p. 344, Teach; p. 345, D; p. 351, B, D–F; p. 358, Comunicación; p. 361, Teach; p. 368, Teach, Comunicación; p. 369, Teach; p. 370, Teach; p. 371, C, Heritage Speakers; p. 383, Tips for Success; p. 386, Comunidades; p. 389, Tips for Success; p. 390, Introducción; p. 393, Comunicación; p. 399, Después de leer</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>SE: p. 3, Act. 1, Act. 1 Expansión; p. 5, A; p. 7, B; p. 9, C; p. 10, D; p. 11, E; p. 12, Act. 1–4; p. 13, Act. 1–2; p. 15, Act. 1, Act. 1 Expansión; p. 16, Act. 4, Act. 4 Expansión; p. 18, Act. 6 Expansión, Act. 7; p. 19, Act. 9; p. 20, Act. 10; p. 21, Act.</p>

	<p>The student is able to:</p> <ul style="list-style-type: none"> • use appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles, programs on television, radio, or video); • use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language. 	<p>13; p. 25, Act. 16; p. 27, Composición; p. 28, Act. 1; p. 30, A–E; p. 31, Act. 1 Expansión; p. 33, A–B; p. 34, Act. 1–4; p. 35, Act. 2–3; p. 37, Act. 1–4; p. 39, Antes de leer; p. 42, A–E, Conexiones; p. 44, Antes de leer; p. 45, A–C; p. 46, Act. 1; p. 47, Antes de leer; p. 48, Reading Checks; p. 49, A–C; p. 55, Act. 2; p. 57, A; p. 59, B; p. 61, C–D; p. 62, E; p. 63, F; p. 65, G; p. 66, Act. 1–4; p. 67, Act. 1–4, Composición; p. 69, Act. 1, Act. 1 Expansión; p. 71, Act. 4–5; p. 73, Act. 7–9; p. 75, Act. 11–12; p. 77, Act. 15–16; p. 78, Act. 17; p. 79, Act. 18; p. 80, Act. 2; p. 82, Act. 1, Act. 1 Expansión; p. 83, Antes de leer; p. 84, A; p. 85, Act. 1; p. 87, A–D; p. 88, Act. 1–4; p. 89, Act. 1–3, Composición; p. 91, Act. 1; p. 94, A–C; p. 95, D–E; p. 97, Act. 1, Act. 1 Expansión; p. 98, Reading Checks; p. 99, Reading Checks; p. 100, A–C, A Expansión; p. 101, D; p. 102, Episodios 1–3; p. 107, Act. 1–2; p. 110, A–B; p. 111, C–D; p. 112, E; p. 113, F; p. 114, G; p. 116, Act. 1–5; p. 117, Act. 1; p. 120, Act. 1; p. 121, Act. 6; p. 122, Carreras; p. 124, Act. 11–13, photo caption (T); p. 125, Act. 14, 16, Act. 14 Expansión, Act. 16 Expansión; p. 126, Act. 18; p. 128, Act. 20–22, Act. 20 Expansión, Act. 21 Expansión; p. 129, Act. 25; p. 130, Act. 26; p. 131, Act. 27; p. 133, Act. 30–32; p. 134, Act. 2–5; p. 136, Act. 1; p. 137, Act. 2; p. 139, A–D; p. 140, Act. 1–2; p. 141, Antes de leer; p. 143, A–C; p. 144, Act. 1, 3, 5; p. 145, Act. 1–4, Composición; p. 147, Act. 1; p. 149, A–E; p. 151, A–D; p. 153, Act. 1–2, Act. 1 Expansión; p. 155, Reading Checks; p. 156, Reading Checks; p. 157, Reading Checks; p. 158, Reading Checks; p. 159, Reading Checks; p. 160, A–E, Conexiones; p. 161, Act. 1; p. 163, Reading Check; p. 164, Reading Check; p. 165, A–F; p. 166, Episodios 1–3; p. 171, Act. 1–2, Act. 1 Expansión; p. 173, A; p. 175, B; p. 177, C; p. 180, D; p. 181, E; p. 182, Act. 2–5; p. 183, Act. 1–3, Composición; p. 188, Act. 4–5, Act. 5 Expansión; p. 191, Act. 12–13; p. 193, Act. 1–3; p. 194, Act. 1, Act. 1 Expansión; p. 195, Act. 3; p. 196, Antes de leer; p. 197, B–C; p. 198, Act. 1–2; p. 199, Antes de leer; p. 201, A–B; p. 202, Act. 1–6; p. 203, Act. 2–4; p. 204, Act. 1; p. 205, Antes de leer; p. 206, A–D; p. 207, E–H; p. 208, Act. 1; p. 210, Reading Checks; p. 211, A–B; p. 212, Episodios 1–3; p. 217, Act. 1–2; p. 219, A–B; p. 221, D–F; p. 223, G–J; p. 225, K–N; p. 226, O; p. 227, P–Q; p. 228, Act. 1–6; p. 229, Act. 1–4, Composición; p. 231, Act. 1–3, Act. 1 Expansión, Act. 2 Expansión; p. 233, Act. 5, 7; p. 235, Act. 8–10; p. 239, Act. 15, 19; p. 240, Act. 3; p. 242, Act. 1; p. 244, A–C; p. 245, Act. 2; p. 247, A–B; p. 248, Act. 1–6; p. 249, Act. 2, Composición; p. 251, Act. 1–3; p. 252, Antes de leer; p. 253, A–C; p. 254, Antes de leer; p. 255, A–C; p. 257, Act. 1; p. 259, Reading Checks; p. 260, Reading Checks; p. 261, Reading Checks; p. 262, Reading Checks; p. 263, A–G; p. 264, Episodios 1–3; p. 268, Act. 1–2; p. 270, A–C; p. 273, D–E; p. 275, F–G; p. 277, H–I; p. 278, J–K; p. 279, L–N; p. 280, Act. 1–6; p. 281, Act. 1–4, Composición; p. 283, Act. 1, Act. 1 Expansión; p. 288, Act. 9; p. 290, Act. 12–14; p. 292, Act. 4, 6; p. 293, Act. 1–2, Composición; p. 297, A–D; p. 299, A–C; p. 300, Act. 1–5; p. 301, Act. 1–4, Composición; p. 303, Act. 1–2; p. 306, A–D, F; p. 307, Antes de leer; p. 308, A–B, D–E; p. 309, Antes de leer; p. 311, A–D; p. 312, Act. 1; p. 313, Reading Check; p. 314, Reading Checks; p. 315, A–C; p. 316, Episodios 1–3; p. 321, Act. 1, 4; p. 323, A–C; p. 325, D–E; p. 327, F–G, F Expansión; p. 328, H; p. 330, Act. 1–6; p. 331, Act. 1–3, Composición; p.</p>
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		<p>334, Act. 2–3; p. 336, Act. 6; p. 337, Act. 8; p. 339, Act. 10–11; p. 340, Act. 2–4, 6; p. 342, Act. 1; p. 345, A–C; p. 346, Act. 1–3; p. 347, Act. 1, Composición; p. 349, Antes de leer; p. 351, A–F; p. 353, Act. 1–2; p. 355, Reading Check; p. 356, Reading Check; p. 357, Reading Check; p. 358, Reading Checks; p. 359, Reading Checks; p. 360, Reading Checks; p. 361, Reading Checks; p. 362, A–B; p. 363, C–K; p. 364, Episodios 1–3; p. 368, Act. 1–2; p. 371, A–D; p. 372, Act. 1–3; p. 373, Act. 2, Composición; p. 375, Act. 4; p. 376, Act. 5; p. 377, Act. 7; p. 378, Act. 9; p. 380, Act. 10–12; p. 381, Act. 13–14; p. 382, Act. 1, 3–4; p. 383, Act. 1–3; p. 384, Act. 1–2; p. 387, A–D; p. 388, Act. 1–3; p. 389, Act. 1, 3; p. 391, A–D; p. 393, Act. 1–2; p. 399, A–F; p. 400, Episodios 1–3</p> <p>TE: p. 3, Act. 1–2; p. 4, Teaching Options; p. 5, Tips for Success; p. 6, Teach; p. 8, Teach; p. 10, Differentiation; p. 15, Act. 1; p. 16, Act. 3; p. 30, A; p. 31, Teach; p. 39, Differentiation, Teaching Options; p. 40, Differentiation; p. 41, Teach; p. 42, A; p. 43, Introducción; p. 44, Conexiones; p. 48, Teach; p. 54, Tips for Success, Differentiation; p. 55, Act. 1, Differentiation; p. 57, A; p. 58, Teach; p. 60, Teach; p. 61, D; p. 62, Differentiation; p. 71, Act. 4–5; p. 73, Act. 7; p. 75, Act. 11–12; p. 82, Teach; p. 84, Differentiation; p. 87, A–B; p. 90, Teach; p. 92, Introducción; p. 100, C; p. 107, Act. 1, Heritage Speakers; p. 108, Teaching Options; p. 109, Differentiation; p. 110, Juego; p. 111, Differentiation, Comunicación; p. 114, Conexiones; p. 124, Act. 11, 13; p. 127, Teach; p. 128, Act. 20–25; p. 140, Teach, Comunicación; p. 141, Teach, Comunicación; p. 142, Cultura; p. 147, Introducción; p. 148, Teach; p. 153, Act. 1; p. 155, Teach; p. 156, Teach; p. 157, Teach; p. 158, Teach; p. 162, Introducción; p. 170, Teach; p. 172, Teach; p. 174, Teach, Comunicación, Carreras; p. 178, Teach; p. 179, Teach; p. 189, Teach; p. 191, Act. 12–13; p. 194, Teach; p. 197, C; p. 198, Teach; p. 199, Teach; p. 205, Introducción; p. 206, Teach; p. 209, Introducción, Differentiation, Cultura; p. 210, Teach; p. 211, Cultura; p. 220, Differentiation; p. 227, Heritage Speakers; p. 235, Differentiation; p. 242, Cultural Snapshot; p. 252, Differentiation; p. 253, Conexiones; p. 258, Introducción; p. 259, Teach; p. 260, Teach; p. 261, Teach; p. 262, Teach; p. 268, Teach; p. 271, Teach; p. 272, Teach; p. 275, Differentiation; p. 276, Teach, Comunicación; p. 277, Teach; p. 283, Act. 1; p. 295, Teach; p. 296, Teach; p. 299, A; p. 304, Introducción; p. 307, Differentiation; p. 312, Teach; p. 320, Teach; p. 321, Act. 1; p. 322, Teach, Teaching Options; p. 324, Teach; p. 325, D; p. 326, Teach; p. 334, Act. 1–3; p. 342, Teach; p. 343, Teach; p. 344, Teach; p. 349, Introducción; p. 350, Differentiation; p. 357, Differentiation; p. 358, Comunicación; p. 361, Teach; p. 368, Teach; p. 369, Teach; p. 370, Teach; p. 371, Differentiation; p. 381, Act. 13, 15–16; p. 390, Introducción; p. 395, Reading Check; p. 396, Reading Check; p. 397, Reading Check; p. 398, Reading Check</p>
1.3	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	SE: p. 3, Act. 1, Act. 1 Expansión; p. 13, Act. 3–5, Composición; p. 15, Act. 1 Expansión; p. 16, Act. 4 Expansión; p. 18, Act. 6 Expansión; p. 27, Act. 1–3, Composición; p. 31, Act. 1 Expansión; p. 33, C; p. 35, Act. 2, Composición; p. 42, E,

	<p>The student is able to:</p> <ul style="list-style-type: none"> • use appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels); • use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems). 	<p>Conexiones; p. 49, D–E; p. 63, F; p. 67, Act. 2, Composición; p. 69, Act. 1 Expansión; p. 73, Act. 10; p. 79, Act. 19; p. 81, Act. 1, 3–5, Composición; p. 82, Act. 1 Expansión; p. 87, D; p. 89, Act. 1, Composición; p. 95, D; p. 97, Act. 1 Expansión; p. 100, A Expansión, B; p. 101, D; p. 110, B; p. 111, C; p. 112, E; p. 114, G; p. 117, Act. 1–3, Composición; p. 125, Act. 14 Expansión, Act. 16 Expansión; p. 126, Act. 17; p. 128, Act. 21 Expansión; p. 135, Act. 3; p. 137, Act. 3–4; p. 139, A, C–D; p. 143, B; p. 145, Act. 1–3; p. 149, A–B, E; p. 151, C–D; p. 153, Act. 1 Expansión; p. 160, A; p. 165, B, E–F; p. 171, Act. 1 Expansión; p. 175, B; p. 177, C; p. 181, E; p. 182, Act. 5; p. 183, Act. 1, 3, Composición; p. 187, Act. 3 Expansión; p. 188, Act. 5 Expansión; p. 189, Act. 7; p. 191, Act. 11; p. 193, Act. 1–4, Composición; p. 194, Act. 1 Expansión; p. 197, C; p. 201, B; p. 203, Act. 1, Composición; p. 206, D; p. 207, E–G, I; p. 217, Act. 5; p. 219, B; p. 223, H; p. 225, L, N; p. 228, Act. 4; p. 229, Act. 1, 3, Composición; p. 231, Act. 1 Expansión; p. 235, Act. 12; p. 241, Act. 4, Composición; p. 248, Act. 6; p. 249, Act. 1–2, 4, Composición; p. 253, C; p. 255, A; p. 263, A, E, G; p. 264, Episodio 1; p. 273, E; p. 275, G; p. 277, I; p. 278, J–K; p. 280, Act. 3; p. 281, Act. 2–4, Composición; p. 283, Act. 1 Expansión; p. 293, Act. 1–3, Composición; p. 297, C–E; p. 299, B; p. 300, Act. 2; p. 301, Act. 1, 4, Composición; p. 303, Act. 3; p. 306, C; p. 308, C, E; p. 311, B–C; p. 315, C–D; p. 323, B–C; p. 325, E; p. 327, F–G, F Expansión; p. 328, H; p. 329, I; p. 330, Act. 5; p. 331, Act. 1–4, 6, Composición; p. 341, Act. 1–4; p. 345, C, E; p. 346, Act. 2; p. 347, Act. 1–4, Composición; p. 351, A, C–D, F; p. 353, Act. 1; p. 362, A; p. 363, C–D, G–K; p. 371, B; p. 373, Act. 1–3, Composición; p. 373, Act. 1–3, Composición; p. 383, Act. 1–3; p. 387, B–D; p. 389, Act. 1–3, Composición; p. 391, B–D; p. 399, A, C–F</p> <p>TE: p. 4, Teach; p. 5, Tips for Success, Differentiation; p. 9, Conexiones; p. 10, Tips for Success, Comunicación; p. 11, Comunicación; p. 13, Tips for Success; p. 16, Comunicación; p. 18, Act. 7; p. 20, Act. 10; p. 27, Tips for Success; p. 29, Teach; p. 48, Teach; p. 49, Comunicación, D–E; p. 55, Differentiation; p. 56, Comunicación; p. 58, Teach; p. 59, Cultura; p. 60, Teach; p. 62, Differentiation; p. 63, Heritage Speakers; p. 65, Heritage Speakers, Comunicación; p. 69, Differentiation; p. 81, Tips for Success; p. 84, Differentiation; p. 85, Differentiation; p. 100, C; p. 106, Differentiation; p. 107, Heritage Speakers; p. 108, Teaching Options; p. 109, Differentiation; p. 111, Teach, Differentiation, Comunicación; p. 113, Differentiation; p. 125, Differentiation; p. 136, Comunicación; p. 139, Differentiation; p. 140, Comunicación; p. 141, Comunicación; p. 143, Differentiation; p. 145, Tips for Success; p. 146, Differentiation; p. 155, Teach; p. 156, Teach; p. 157, Teach; p. 161, Teach, Differentiation; p. 165, E–F; p. 170, Differentiation; p. 174, Teach; p. 175, B, Comunicación; p. 176, Teach, Differentiation; p. 178, Teach; p. 179, Teach, Differentiation, Conexiones; p. 180, Comunicación; p. 181, Heritage Speakers, Comunicación; p. 183, Tips for Success; p. 199, Teach; p. 203, Tips for Success; p. 205, Introducción; p. 209, Differentiation; p. 210, Teach; p. 216, Differentiation; p. 218, Teaching Options; p. 226, Comunicaciones; p. 227, Heritage Speakers; p. 231, Differentiation; p. 241, Tips for Success; p. 243, Comunidades; p. 245,</p>
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		Differentiation; p. 247, Comunicación; p. 249, Tips for Success; p. 257, Differentiation; p. 261, Teach; p. 262, Teach; p. 270, B–C, Comunidades; p. 272, Teach, Heritage Speakers; p. 274, Conexiones, Comunicación; p. 275, Heritage Speakers, Differentiation; p. 276, Teach, Comunicación; p. 277, Heritage Speakers; p. 279, Comunicación; p. 297, E; p. 298, Differentiation; p. 301, Tips for Success; p. 302, Differentiation; p. 321, Act. 2–3; p. 322, Teaching Options; p. 325, D; p. 327, Heritage Speakers; p. 331, Tips for Success; p. 350, Differentiation; p. 352, Differentiation; p. 357, Differentiation; p. 368, Differentiation; p. 371, Heritage Speakers, Differentiation; p. 372, Comunicación; p. 375, Teach; p. 381, Act. 15–16; p. 383, Tips for Success; p. 384, Teach, Differentiation; p. 385, Heritage Speakers; p. 389, Tips for Success; p. 392, Teaching Options; p. 393, Comunicación; p. 394, Introducción
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"> begin to develop tools for experiencing and responding to expressive cultural products (e.g., books, periodicals, films and music) in versions that make minimal concessions to the learners’ emerging language skills; analyze and think critically about relationships between geographical features and cultural practices and products; analyze and think critically about historical moments and figures and their relationships to contemporary cultural matters. 	<p>SE: p. 12, Act. 3; p. 35, Act. 1, 3, Composición; p. 42, E; p. 45, A–B, D; p. 49, C; p. 50, Episodios 1–3; p. 59, B; p. 63, F; p. 67, Act. 2; p. 81, Composición; p. 94, B; p. 95, D; p. 149, D–E; p. 151, B, D; p. 160, D–E; p. 165, D; p. 175, B; p. 183, Act. 2, Composición; p. 203, Act. 4; p. 206, B–D; p. 207, F–G, I; p. 209, Cultura; p. 225, M; p. 229, Act. 3; p. 253, C; p. 255, A–C; p. 263, G; p. 273, D; p. 277, I; p. 281, Act. 3–4; p. 297, D–E; p. 299, B–C; p. 301, Act. 1–2; p. 306, C–E; p. 308, C, E; p. 311, C–D; p. 315, A, D; p. 325, E; p. 327, F–G; p. 331, Act. 4; p. 345, D; p. 347, Act. 3–4; p. 351, A–B, F; p. 362, A; p. 363, C, F; p. 364, Episodio 1; p. 373, Act. 2; p. 387, C; p. 391, C–D; p. 399, C–F</p> <p>TE: p. 18, Cultura; p. 32, Cultura; p. 111, Comunicación; p. 141, Teach; p. 142, Cultura; p. 175, Comunicación; p. 209, Cultura; p. 211, Cultura; p. 233, Comunidades; p. 259, Teach; p. 260, Teach; p. 358, Comunicación; p. 361, Teach</p>
2.2	<p>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> use the language being studied to comprehend and express 	<p>SE: p. 24, Sustantivos irregulares #2; p. 59, B; p. 65, G; p. 67, Act. 4; p. 95, D; p. 111, C; p. 112, E; p. 117, Act. 2; p. 151, B, D; p. 183, Act. 2, Composición; p. 211, A–B; p. 229, Act. 1; p. 244, C; p. 277, I; p. 279, M; p. 281, Act. 2–4, Composición; p. 297, E; p. 301, Act. 2; p. 308, E; p. 329, I; p. 347, Act. 3; p. 363, G; p. 373, Act. 2; p. 399, F</p> <p>TE: p. 4, Cultura; p. 38, Introducción; p. 111, Differentiation, Comunicación; p. 112,</p>

	<p>ideas about social, economic, and political institutions and their relationships to the cultures being studied;</p> <ul style="list-style-type: none"> • appreciate differences across communities within the cultures being studied. 	<p>About the Spanish Language; p. 114, About the Spanish Language; p. 175, Comunicación; p. 211, Cultura</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"> • use target language topics in other school subjects and activities including sports, music, fashion, history, math, and art to produce interdisciplinary topics; • assimilate background information, materials, and technology from other disciplines to use in target language classroom interaction; • evaluate the accomplishments and contributions of famous speakers of the target language. 	<p>SE: p. 3, Act. 1; pp. 4–5, La geografía; pp. 6–10, Una ojeada histórica; p. 11, Comida; p. 13, Act. 1–4, Composición; p. 15, Act. 1–2, photo caption (T); p. 19, Act. 9, Conexiones; p. 21, Act. 13, photo caption; p. 27, Act. 4; p. 29, Sobreviviente recuerda bombardeo a Guernica; p. 30, Conexiones; p. 35, Act. 1, Composición; p. 37, Act. 4; p. 38, Introducción; pp. 39–41, Canción del pirata; p. 42, Conexiones; p. 43, Introducción; p. 44, La primavera besaba; p. 47, Introducción; pp. 47–48, El niño al que se le murió el amigo; p. 50, Episodio 1; p. 54, photo caption (T); p. 55, Act. 1; p. 56, La geografía; p. 57, A, Conexiones; pp. 58–64, Una ojeada histórica; p. 65, Comida; p. 67, Act. 1–4; p. 69, Act. 2; p. 76, Comparaciones; p. 89, Composición; p. 92, Introducción; p. 93, ¡Quién sabe!; p. 97, Act. 1; p. 98, Introducción, Estrategia; pp. 98–99, Los comentarios reales; p. 100, A–C; p. 101, D–E; p. 102, Episodio 1; pp. 108–110, La geografía; pp. 111–115, Una ojeada histórica; p. 113, F; p. 115, Comida; p. 117, Act. 1, 4, Composición; p. 125, Act. 16; p. 127, Pronombres de complemento #1; p. 130, Verbos como gustar #1; p. 132, ¿Te acuerdas?; p. 138, El pronóstico meteorológico; p. 147, Introducción; p. 148, Martín Fierro; p. 149, E; p. 150, Introducción, Los niños lloraban; p. 154, Introducción, Estrategia; pp. 155–159, Historia de dos cachorros de coatí; p. 162, Introducción; p. 163, Estrategia; pp. 163–164, Continuidad de los parques; pp. 172–173, La geografía; pp. 174–175, Civilización precolombina—los mayas; pp. 176–177, Capitales centroamericanas; pp. 178–180, Visitas históricas; p. 181, Comida; p. 183, Act. 2, Composición; pp. 196–197, Entrenamiento: Los beneficios y el por qué perseverar; p. 203, Composición; p. 205, Introducción, Lo fatal; p. 206, Canción de otoño en primavera; p. 207, I; p. 209, Introducción, Estrategia; p. 210, me llamo Rigoberta Menchú; p. 212, Episodio 1; p. 218, La geografía; p. 219, C; pp. 220–226, Una ojeada histórica; p. 223, photo caption; p. 227, Comida; p. 229, Act. 1–5, Composición; p. 241, Composición; p. 252, Introducción, Antes de leer, En paz; p. 254, Introducción, Aquí; p. 255, C; p. 258, Introducción, Estrategia; pp. 259–262, Malinche; p. 268, Act. 2; p. 269, La geografía; p. 270, El clima, B; pp. 271–278, Una ojeada histórica; p. 273, E; p. 279, Comida; p. 281, Act. 2–4, Composición; p. 287, Pronombres posesivos #1; p. 295, Antes de leer; p. 297, E; p. 301, Act. 2, Composición; p. 304, Introducción, Antes de leer; p. 305, Búcate plata; p. 307, Sensemayá; p. 308, C, E; p. 309, Introducción; p. 310, El ave y el nido; p. 313, Introducción; pp. 313–314, Mi padre; p. 316, Episodios 1, 3; pp. 322–323, La geografía; pp. 324–328, Una ojeada histórica; p. 325, E; p. 327, F; p. 329, Comida; p. 331, Act. 1, 4–5, Composición; p.</p>

		<p>342, Introducción; p. 345, B, E; p. 347, Act. 2, Composición; p. 349, Introducción; pp. 349–350, Los maderos de San Juan; p. 351, A–B, E; p. 354, Introducción, Estrategia; pp. 355–361, Vivir para contarla; p. 363, K; p. 364, Episodio 1; pp. 369–370, Latinos en Estados Unidos; p. 373, Act. 2; p. 385, Antes de leer; p. 387, D; p. 389, Act. 1–2; p. 390, Introducción; p. 391, Desde la nieve; p. 394, Introducción; pp. 395–398, El caballo mago; p. 399, C; p. 400, Episodio 2</p> <p>TE: p. 1, Cultural Snapshot; p. 2, Conexiones; p. 3, Conexiones; p. 4, Cultural Snapshot; p. 6, Teach; p. 8, Teach; p. 9, Conexiones; p.15, Why It Works!; p. 19, Act. 9; p. 37, Differentiation; p. 44, Conexiones; p. 53, Cultural Snapshot; p. 54, Cultural Snapshot; p. 56, Teach, Cultural Snapshot; p. 57, Cultural Snapshot; p. 58, Conexiones; p. 59, Cultura; p. 62, Cultural Snapshot; p. 64, Cultural Snapshot (L); p. 65, Comunicación; p. 71, Cultural Snapshot; p. 93, Cultura; p. 99, Cultural Snapshot; p. 108, Cultural Snapshot; p. 110, Conexiones, Juego, Cultural Snapshot; p. 114, Differentiation; p. 139, Cultural Snapshot; p. 148, Cultura; p. 154, Introducción, Estrategia; p. 170, Cultural Snapshot; p. 171, Cultural Snapshot; p. 172, Teach, Cultura, Cultural Snapshot; p. 173, Conexiones; p. 174, Cultural Snapshot; p. 175, Comunicación; p. 176, Cultural Snapshot; p. 177, Cultural Snapshot; p. 179, Conexiones; p. 183, Cultural Snapshot; p. 191, Cultural Snapshot; p. 210, Cultura; p. 211, Conexiones; p. 212, Episodio 3; p. 215, Cultural Snapshot; p. 218, Teaching Options, Conexiones, Cultural Snapshot; p. 220, Cultural Snapshot; p. 221, Cultural Snapshot; p. 222, Conexiones; p. 224, Conexiones; p. 225, Cultural Snapshot; p. 226, Presentational, Cultural Snapshot; p. 237, Cultural Snapshot; p. 244, Cultural Snapshot; p. 251, Cultural Snapshot; p. 252, Differentiation; p. 253, Conexiones; p. 263, Cultural Snapshot; p. 264, Episodios 1, 3; p. 269, Conexiones; p. 270, Conexiones; p. 271, Teach, Conexiones, Cultural Snapshot; p. 274, Conexiones, Comunicación; p. 275, Heritage Speakers, Conexiones; p. 276, Conexiones; p. 277, Teach, Conexiones; p. 283, Cultural Snapshot; p. 302, Cultural Snapshot; p. 309, Conexiones; p. 322, Teach, Conexiones; p. 323, Cultural Snapshot; p. 324, Teach, Conexiones; p. 325, Cultural Snapshot; p. 326, Teach; p. 338, Differentiation; p. 354, Conexiones; p. 359, Conexiones; p. 364, Episodios 1–2; p. 369, Teach; p. 370, Teach; p. 400, Episodio 3</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"> analyze the nuances of meaning of words and expressions for different contexts; 	<p>SE: pp. 4–5, La geografía; pp. 6–10, Una ojeada histórica; p. 11, Comida; p. 14, ¿Te acuerdas?; p. 15, Act. 2; p. 21, Act. 12; p. 29, Sobreviviente recuerda bombardeo a Guernica; p. 30, Conexiones; p. 32, Mueren cinco inmigrantes al naufragar en Tarifa; p. 33, B; p. 35, Act. 1, Composición, photo caption; p. 38, Introducción; pp. 39–41, Canción del pirata; p. 43, Introducción; p. 44, La primavera besaba; p. 47, Introducción; pp. 47–48, El niño al que se le murió el amigo; p. 54, photo caption (T); p. 56, La geografía; p. 57, Conexiones; pp. 58–64, Una ojeada histórica; p. 65, Comida; p. 69, Act. 2; p. 70, Act. 3, Imperfecto y pretérito; p. 72, Dos acciones en la misma frase; p. 83, Nuevas explosiones en volcán Tungurahua;</p>

	<ul style="list-style-type: none"> • apply all moods including the subjunctive; • use new information and perspectives to analyze and appreciate the differences between other cultures and their own. 	<p>p. 86, Mentores y mentados; p. 87, E, Carreras; p. 92, Introducción; p. 93, ¡Quién sabe!; p. 97, Act. 1; p. 98, Introducción, Estrategia; pp. 98–99, Los comentarios reales; p. 100, Comparaciones; pp. 108–110, La geografía; pp. 111–115, Una ojeada histórica; p. 115, Comida; p. 138, El pronóstico meteorológico; pp. 141–142, Cuando hay que dejar el hogar; p. 147, Introducción; p. 148, Martín Fierro; p. 149, A, C; p. 150, Introducción, Antes de leer, Los niños lloraban; p. 154, Introducción, Estrategia; pp. 155–159, Historia de dos cachorros de coatí; p. 162, Introducción; p. 163, Estrategia; pp. 163–164, Continuidad de los parques; p. 166, Episodio 2; pp. 172–173, La geografía; pp. 174–175, Civilización precolombina—los mayas; pp. 176–177, Capitales centroamericanas; pp. 178–180, Visitas históricas; p. 181, Comida; p. 183, Act. 2, Composición; p. 186, Usos del subjuntivo; p. 189, Otros usos del subjuntivo; pp. 196–197, Entrenamiento: Los beneficios y el por qué perseverar; p. 197, A; pp. 199–200, Amigos con «cédula»; p. 205, Introducción, Lo fatal; p. 206, Canción de otoño en primavera; p. 209, Introducción; p. 210, me llamo Rigoberta Menchú; p. 211, B; p. 212, Episodio 1; p. 216, Estudio de palabras, photo caption (B); p. 218, La geografía; p. 219, C; pp. 220–226, Una ojeada histórica; p. 223, photo caption; p. 227, Comida; p. 228, Act. 2; p. 229, Act. 5; p. 236, Presente perfecto del subjuntivo; p. 238, Colocación de los pronombres; p. 243, Cantarán en San Ildefonso Bon Jovi y Fito Páez; p. 252, Introducción, En paz; p. 254, Introducción, Aquí; p. 258, Introducción, Estrategia; pp. 259–262, Malinche; p. 269, La geografía; p. 270, El clima; pp. 271–278, Una ojeada histórica; p. 277, I; p. 279, Comida; p. 284, Futuro perfecto y condicional perfecto; p. 285, Act. 5; p. 295, Antes de leer; pp. 295–296, Lucha por preservar muralla de San Juan; p. 298, Antes de leer, Cuando calienta el sol aquí en la playa; p. 304, Introducción; p. 305, Búcate plata; p. 308, E; p. 309, Introducción; p. 311, D; p. 313, Introducción; p. 316, Episodio 1; p. 321, photo caption (T); pp. 322–323, La geografía; pp. 324–328, Una ojeada histórica; p. 329, Comida; pp. 332–333, El imperfecto del subjuntivo; p. 335, El subjuntivo con conjunciones de tiempo; p. 337, El subjuntivo con aunque; pp. 338–339, Por y para; p. 342, Introducción; p. 343, Un tren en honor de Macondo; p. 344, Una multitud celebró; p. 345, D–E; p. 349, Introducción; pp. 349–350, Los maderos de San Juan; p. 354, Introducción, Estrategia; pp. 355–361, Vivir para contarla; p. 363, F, J; p. 368, photo caption (T); pp. 369–370, Latinos en Estados Unidos; p. 373, Composición; p. 374, Pluscuamperfecto del subjuntivo; p. 375, Cláusulas con si; p. 377, Subjuntivo en cláusulas adverbiales; p. 385, Antes de leer, Mariachis de alma y corazón; pp. 386–387, Charros de corazón; p. 390, Introducción; p. 394, Introducción</p> <p>TE: p. 1, Cultural Snapshot; p. 3, Cultural Snapshot; p. 4, Cultural Snapshot; p. 5, Cultural Snapshot; p. 6, Cultural Snapshot; p. 8, Cultural Snapshot; p. 10, Cultural Snapshot; p. 12, Cultural Snapshot; p. 15, Cultural Snapshot; p. 18, Cultura; p. 19, Cultural Snapshot; p. 22, Cultural Snapshot; p. 32, Cultura; p. 50, Episodios 1–3; p. 54, Cultural Snapshot; p. 56, Cultural Snapshot; p. 57, Cultural Snapshot; p. 58, Conexiones; p. 59, Cultura, Cultural Snapshot; p. 60, Cultural Snapshot; p. 62,</p>
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		Comunicación; p. 369, Cultural Snapshot; p. 370, Teach, About the Spanish Language; p. 371, Cultural Snapshot; p. 400, Episodios 1–3
Standard Number 4 (Goal Four):	Develop Insight into the Nature of Language and Culture	
4.1	<p>Demonstrate understanding of the nature of language through comparisons of the language studied and one’s own.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • generate derivatives/word families; • utilize intonation and speech patterns for maximum communication; • expand on written communication through writing letters, poetry, and persuasive passages; • demonstrate knowledge of complex grammatical concepts; • refine communication for different levels of familiarity and respect; • analyze the nuances of meaning of words and expressions for different contexts; • apply all moods including the subjunctive. 	<p>SE: p. 3, Act. 4; p. 27, Composición; p. 31, Act. 3; p. 35, Composición; p. 55, Act. 4; p. 67, Composición; p. 73, Act. 8–10; p. 75, Act. 14; p. 80, Act. 2; p. 81, Act. 3, Composición; p. 89, Composición; p. 117, Composición; p. 124, Act. 13; p. 125, Act. 15; p. 126, Act. 18; p. 131, Act. 29; p. 134, Act. 2–4; p. 145, Composición; p. 183, Composición; p. 187, Act. 2, Act. 3 Expansión; p. 188, Act. 4–5, Act. 5 Expansión; p. 189, Act. 7–8; p. 191, Act. 11; p. 192, Act. 2, 4, 6; p. 193, Act. 1–4, Composición; p. 217, Act. 3–5; p. 237, Act. 13–14; p. 239, Act. 16–17; p. 241, Act. 4, Composición; p. 242, Act. 2; p. 253, C; p. 257, Act. 3; p. 306, C–D; p. 308, E; p. 321, Act. 3; p. 331, Composición; p. 334, Act. 2, 4; p. 336, Act. 5–6; p. 337, Act. 8; p. 339, Act. 10–11; p. 340, Act. 2–4, 6; p. 341, Act. 1–4; p. 363, H; p. 368, Act. 3; p. 371, B, D; p. 374, Act. 2; p. 375, Act. 4; p. 376, Act. 5–6; p. 377, Act. 7–8; p. 382, Act. 2; p. 383, Act. 1–3; p. 387, B; p. 388, Act. 3; p. 389, Composición; p. 391, B, D</p> <p>TE: p. 4, Reading Strategy; p. 10, About the Spanish Language; p. 46, About the Spanish Language; p. 72, Teach; p. 92, About the Spanish Language; p. 96, About the Spanish Language; p. 98, About the Spanish Language; p. 112, About the Spanish Language; p. 113, Differentiation; p. 114, About the Spanish Language; p. 136, Teach, Estudio de palabras; p. 151, About the Spanish Language; p. 256, Tips for Success; p. 358, Comunicación; p. 361, Teach; p. 368, Comunicación; p. 375, Teach; p. 396, Reading Check</p>
4.2	<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"> • use verbal and nonverbal language appropriately to enhance communication as the circumstance dictates; • interact with others showing knowledge of conventions of polite society; • incorporate the belief systems 	<p>SE: p. 13, Act. 5; p. 35, Act. 1, 3; p. 50, Episodio 3; p. 67, Act. 2; p. 70, Act. 3; p. 81, Composición; p. 95, D; p. 100, Comparaciones; p. 101, D; p. 102, Episodio 3; p. 112, E; p. 117, Act. 3, Composición; p. 145, Act. 3; p. 183, Act. 2, Composición; p. 191, Act. 11; p. 211, A–B; p. 229, Act. 2–3; p. 241, Composición; p. 281, Act. 2, 4, Composición; p. 301, Act. 2–3; p. 308, E; p. 329, I; p. 341, Act. 1; p. 345, C–D; p. 347, Act. 3–4; p. 363, H; p. 371, C–D; p. 389, Composición; p. 399, C, F</p> <p>TE: p. 50, Episodio 3; p. 102, Episodio 3; p. 190, About the Spanish Language; p. 209, Cultura; p. 211, Cultura; p. 212, Episodio 1; p. 313, Teach; p. 316, Episodio 2; p. 357, Differentiation; p. 358, Comunicación; p. 380, Differentiation; p. 385, Heritage Speakers; p. 386, About the Spanish Language</p>

	<p>into a deeper understanding of cultures;</p> <ul style="list-style-type: none"> • analyze the embedded systems (family, sports, education, etc.) that occur frequently in different cultures; • analyze relationships among varied tangible products, such as literary genres and art movements; • analyze relationships among varied intangible products, such as anecdotes and oral traditions; • develop an appreciation for traditions and customs of the target countries. 	
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"> • interact with community members whose jobs require knowledge of the target culture and proficiency in the target language; • interact directly with native speakers in oral and/or written form; • create, present, and discuss posters, ads, etc. in the target language for various situations; • analyze the contributions of the target culture to American society. 	<p>SE: p. 2, QuickPass; p. 14, QuickPass; p. 28, QuickPass; p. 37, QuickPass; p. 54, QuickPass; p. 68, QuickPass; p. 84, QuickPass; p. 91, QuickPass; p. 101, E; p. 106, QuickPass; p. 117, Composición; p. 118, QuickPass; p. 137, QuickPass; p. 147, QuickPass; p. 170, QuickPass; p. 184, QuickPass; p. 195, QuickPass; p. 207, I; p. 211, QuickPass; p. 216, QuickPass; p. 229, Act. 3, 5; p. 244, QuickPass; p. 251, QuickPass; p. 268, QuickPass; p. 282, QuickPass; p. 297, QuickPass; p. 303, QuickPass; p. 320, QuickPass; p. 331, Act. 5; p. 332, QuickPass; p. 344, QuickPass; p. 345, E; p. 350, QuickPass; p. 353, QuickPass; p. 368, QuickPass; p. 371, D; p. 374, QuickPass; p. 386, QuickPass; p. 389, Act. 2–3, Composición; p. 391, QuickPass</p> <p>TE: p. 2, Glencoe Technology; p. 14, Glencoe Technology; p. 29, Glencoe Technology; p. 32, Glencoe Technology; p. 36, Glencoe Technology; p. 47, Glencoe Technology; p. 54, Glencoe Technology; p. 63, Conexiones; p. 68, Glencoe Technology; p. 83, Glencoe Technology; p. 87, Glencoe Technology; p. 90, Glencoe Technology; p. 97, Glencoe Technology; p. 106, Glencoe Technology; p. 113, Differentiation; p. 119, Glencoe Technology; p. 137, Glencoe Technology; p. 141, Glencoe Technology; p. 147, Glencoe Technology; p. 154, Glencoe Technology; p. 170, Glencoe Technology; p. 181, Comunicación; p. 184, Glencoe Technology; p. 195, Glencoe Technology; p. 199, Glencoe Technology; p. 204, Glencoe Technology; p. 208, Glencoe Technology; p. 216, Glencoe Technology; p. 218, Conexiones; p. 226, Presentational; p. 227, Heritage Speakers; p. 232, Glencoe Technology; p. 244, Glencoe Technology; p. 247, Comunicación, Glencoe Technology; p. 251, Glencoe Technology; p. 258, Glencoe Technology; p. 268,</p>

		Glencoe Technology; p. 274, Comunicación; p. 279, Comunidades, Comunicación; p. 282, Glencoe Technology; p. 297, Glencoe Technology; p. 299, Glencoe Technology; p. 303, Glencoe Technology; p. 315, Glencoe Technology; p. 332, Glencoe Technology; p. 344, Glencoe Technology; p. 350, Glencoe Technology; p. 353, Glencoe Technology; p. 369, Glencoe Technology; p. 371, Heritage Speakers; p. 375, Glencoe Technology; p. 386, Glencoe Technology; p. 391, Glencoe Technology; p. 393, Glencoe Technology
5.2	<p>Show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> • discuss the main ideas and significant details of extended conversations, lectures, magazine and newspaper articles, and other media forms; • establish and/or maintain an interpersonal relationship with speakers of the target language; • discuss in the target language current events in countries where that language is spoken. 	<p>SE: p. 30, D; p. 33, B; p. 35, Act. 2–3, Composición; p. 84, A; p. 87, A, D; p. 101, E; p. 117, Act. 4; p. 139, A, C; p. 143, C; p. 201, B; p. 203, Act. 4; p. 207, I; p. 229, Act. 3, 5; p. 244, C; p. 249, Act. 2; p. 297, B, D; p. 299, A, C; p. 301, Act. 2–3; p. 327, G; p. 331, Act. 5; p. 345, C, E; p. 347, Act. 1; p. 371, D; p. 387, C–D; p. 389, Act. 2–3, Composición; p. 400, Episodio 1</p> <p>TE: p. 30, D; p. 63, Heritage Speakers, Conexiones; p. 113, Cultura, Differentiation; p. 226, Presentational; p. 275, Heritage Speakers; p. 279, Comunicación</p>