

Voces® Spanish Novice Digital Courseware

Chapter Alignment to Texas Essential Knowledge and Skills for Languages Other Than English

Voces® Spanish Novice Digital Courseware is an award-winning, highly effective Spanish program for novice-level learners. Voces® Spanish Novice will take your high school students through two years of novice-level Spanish instruction and prepare them for intermediate-level classes. The standards-based, 100% online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device. Please explore how Voces® Novice aligns chapter-by-chapter to Texas Essential Knowledge and Skills (TEKS) by reading the documentation below. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Chapter 1: Mexico		
Knowledge and skills		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Anuncio de mermelada</i> <i>Anuncio de un sándwich</i> <i>¡Gol!</i>
	<i>Materiales auténticos</i> (Reading)	Animal Express <i>Atractivos turísticos en la ciudad</i>
	Videos	Guanajuato
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Daniel
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: El abecedario</i> <i>Actividad 10: Los números de teléfono</i>
2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Presentations	Sweet 15 Celebration Day of the Dead
	Interviews	Miguel Octavio
	Videos	<i>El Día de los Muertos</i> Sweet 15 Celebration

		<i>Las posadas: Christmas in Mexico</i>
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Presentation	Mexican Food
	Panorama	Taxco
	Interviews	Paulina Rebeca
3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Reader	<i>El Día de los Muertos</i>
	Videos	Quintana Roo
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Stereotypes & Prejudices	
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Alphabet	Language Sounds
	Punctuation	
	Videos	Consonants Vowels
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Greetings	Formal vs. Informal Greetings
	Videos	Greetings Vocabulary Chiapas Mexico City
(C) demonstrate an understanding of the influence of one language and culture on another		
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for	Can-Do Goals Can-Do Checklist	

personal enrichment and career development	
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Chapter 2: Guatemala		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Anuncio de materiales escolares</i> <i>De vuelta a la escuela</i>
	<i>Materiales auténticos</i> (Reading)	<i>Regreso a clases</i> <i>El primer día de clases</i>
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Verónica
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 5: Materiales escolares 1</i> <i>Actividad 8: Necesito 2</i> <i>Actividad 14: ¿Qué hay en tu salón de clase?</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Matilde Abac Sara Wendy
	Videos	Day of the Dead: Guatemala
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>Chichicastenango</i>
	Videos	<i>Chichicastenango</i> Tourism Board
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Social Issue	Guatemalan Forced Evictions & The “Greater Good”

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Videos	Deforestation
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Gender & Nouns	Masculine vs. Feminine
	Presentation	Gender of Nouns
	Gender & Nouns	Cultural Note: Languages Spoken in Guatemala
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Videos	Community-run Tourism
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 3: El Salvador		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Familias</i> <i>Soy</i> <i>¿El sundae o la McDouble?</i> <i>Yo creo que es...</i>
	<i>Materiales auténticos</i> (Reading)	<i>Quito 21K Mitad del mundo</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Cassandra

(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 11: ¿Cuántos años tiene(s)?</i> <i>Actividad 13: Querida familia salvadoreña</i> <i>Actividad 18: La hora</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Geoff Maryam
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>Las ruinas de Tazumal</i>
	Videos	Coffee
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Telling Time	
	Presentations	Telling Time
	Videos	Quack! Telling Time
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	El Salvador and “The Ring of Fire”
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	Subject Pronouns <i>Ser</i> and <i>Estar</i> Grammar <i>Ser</i> and <i>Estar</i> Culture
	Videos	Grammar - <i>Estar</i> Grammar - Interrogatives Grammar - Possessive Adjectives Grammar - <i>Ser</i> Grammar - Subject Pronouns Grammar - <i>Tener</i>
(C) demonstrate an understanding of the influence of one language and culture on another	Videos	Family Vocabulary
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural	<i>En la comunidad</i>	

events and using technology to communicate	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist

Chapter 4: Honduras		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>¡Vamos de compras!</i> <i>Regresa a clases</i> <i>Compra aceite de motor</i>
	<i>Materiales auténticos</i> (Reading)	<i>Los jóvenes</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: Catálogo de moda</i> <i>Actividad 3: ¿Qué llevo?</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Priscila Linda
	Videos	Roatán Tourism
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El Cristo del Picacho</i>
	Videos	The Hidden Side
	Interviews	Cristiana
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Honduras and the Peace Corps

4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Videos	Grammar -AR Verbs Grammar - Colors Clothing Vocabulary
	Presentations	-AR Verbs Demonstratives
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Shopping in Markets
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 5: Nicaragua		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Consejos al visitante de Madrid</i> <i>Gran Desfile</i> <i>El tiempo con Roberto</i> <i>Brasero</i>
	<i>Materiales auténticos</i> (Reading)	<i>¿Cómo es el tiempo?</i>
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 5: Secuencias</i> <i>Actividad 8: Pósters del tiempo</i>

		<i>Actividad 13: ¿Qué haces tú?</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Stacy
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El parque central de Rivas</i>
	Interviews	Rolando
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Cultural Note	Seasons
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Videos	Clean Water
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	-ER Verbs -IR Verbs
	Videos	Grammar -ER Verbs Grammar -IR Verbs
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Videos	Moo! Calendar Weather A Song
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural	<i>En la comunidad</i>	

events and using technology to communicate	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist

Chapter 6: Costa Rica		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales A</i> <i>Preguntas personales B</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Anuncio de McDonald's®</i> <i>Anuncio de Wendy's®</i>
	<i>Materiales auténticos (Reading)</i>	<i>Menú de desayuno</i> <i>Mi súper</i> <i>¿Dónde comer?</i> <i>Anuncio del restaurante</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Bismarc
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: Mi receta favorita</i> <i>Actividad 3: Vocabulario</i> <i>Actividad 10: Preferencias</i> <i>Actividad 12: Desayunos del mundo</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Michelle
	Videos	Ordering Food
(B) demonstrate an understanding of the	Panorama	<i>El volcán Irazú</i>
	Interviews	Amy

products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Videos	Fruits and Veggies Kitchen Vocabulary
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Videos	Plants and Animals Sloth Sanctuary
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issues	The Riches of Costa Rica
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	The Verb <i>Gustar</i> Indirect Object Pronouns
	Videos	<i>Me gusta</i> Food Junk Food
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Desserts in Costa Rica
	Interviews	Elizabeth Sylvia
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 7: Panama		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned	<i>¡Vamos a charlar!</i>	Interpersonal #1

material to socialize and to provide and obtain information		Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Anuncio de McDonald's®</i>
	<i>Materiales auténticos</i> (Reading)	<i>A elegir MiPlato</i> <i>Pirámide del bienestar</i> <i>digestivo</i> <i>Menú mensual: almuerzo</i> <i>A luchar contra la obesidad</i> <i>Recetas auténticas</i>
	Masteries	Listening Mastery A Listening Mastery B
	<i>Actividades</i>	<i>Actividad 12: Encuesta de comida insalubre</i>
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: Definiciones</i> <i>Actividad 9: Comparaciones</i> 2
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Kadine
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Videos	Panama Canal
	Panorama	<i>Bocas del Toro</i>
	Interviews	Barb
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Panama and the “Zonies”
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	Superlatives
	Videos	<i>Mil polleras</i>
(B) demonstrate an understanding of the concept of culture through	Cultural Note	<i>Carimañolas, patacones, ojaldas...</i>

comparisons of the student's own culture and the cultures studied		
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 8: Colombia		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>Burger campeón</i> <i>Feliz Navidad, hermana</i>
	<i>Materiales auténticos</i> (Reading)	<i>50 formas de relajarse</i> <i>50 cosas</i> <i>10 tips para bajar de peso</i> <i>Tiempo libre</i>
	Interviews	Daniela
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentation #1
	<i>Actividades</i>	<i>Actividad 1: Entrenador profesional</i> <i>Actividad 9: Siempre y nunca</i> <i>Actividad 14: Amistades</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to	Cultural Note	Paragliding in Colombia
	Videos	<i>Bicicloween</i>

the perspectives (how people perceive things) of the cultures studied		
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Videos	Artisan
	Panorama	<i>Villa de Leyva</i>
	Interviews	Eve
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Is the Coca-Cola Company killing its workers in Colombia?
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Negative and Indefinite Words	
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Interviews	Sofía
	Videos	Colombia Overview Mairis' Story
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 9: Venezuela		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English		

using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 5: Busca a alguien que...</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	King Kong <i>¿Allivix[®] u Otrax?</i> <i>William Levy hablando a M&M[®]</i>
	<i>Materiales auténticos (Reading)</i>	<i>Dolor de espalda</i> <i>Supercerebro</i>
	<i>Lectura</i>	
	Interviews	Fernando
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: Las partes del cuerpo</i> <i>Actividad 10: La tarjeta de buenos deseos</i>

2. Cultures

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Guillermina
	Videos	Baseball
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El Parque Nacional Sierra Nevada</i>

3. Connections

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Venezuela and Chávez
	Cultural Note	Public vs. Private Medicine

4. Comparisons

(A) demonstrate an understanding of the nature of language through comparisons of the student's	Presentations	Stem-Changing Verbs
	Videos	Body Parts Vocab <i>E to IE Stem-Changing</i>

own language and the language studied		Verbs <i>O to UE Stem-Changing Verbs</i>
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Interviews	Luis Iraima
	Videos	Caracas
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 10: Ecuador		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 12: Preguntas</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>¡Despierta!</i> <i>Cuida tu cabello</i>
	<i>Materiales auténticos (Reading)</i>	<i>Mi semana</i> <i>Consejos para dormir</i> <i>Vida diaria de un adolescente</i>
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: Mi rutina</i> <i>Actividad 9: Anuncios para</i>

listeners and readers		<i>productos</i> <i>Actividad 10: Reseñas de productos de baño y cuidado corporal</i> <i>Actividad 13: Gente famosa</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Sara Freddy
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>La escuela primaria</i>
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Videos	Oil Drilling
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issues	Prejudice
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	Reflexive Verbs
	Videos	Reflexive Verbs
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Ethnic Groups in Ecuador
	Videos	Ecuadorian Family
(C) demonstrate an understanding of the influence of one language and culture on another		
5. Communities		
(A) use the language both within and beyond the school setting through	<i>En la comunidad</i>	

activities such as participating in cultural events and using technology to communicate	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist

Chapter 11: Peru		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales A</i> <i>Preguntas personales B</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Hablando por teléfono</i>
	<i>Materiales auténticos (Reading)</i>	<i>Calendario</i> <i>¿Qué tengo que hacer?</i>
	<i>Lectura</i>	
	<i>Actividades</i>	<i>Actividad 11: Oraciones ilustradas</i> <i>Actividad 12: ¿Quién lo hace?</i>
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Daphinne
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 5: La casa de tus sueños</i> <i>Actividad 7: ¿Quién hace las tareas de la casa?</i> <i>Actividad 8: ¡Tú eres el jefe!</i> <i>Actividad 10: ¡Casa en venta!</i> <i>Actividad 16: Tu recámara</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to	Videos	Sights of Peru

the perspectives (how people perceive things) of the cultures studied		
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Videos	Machu Picchu
	Panorama	<i>El megamercado Huamantanga</i>
	Interviews	Julio
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Artifacts of <i>Machu Picchu</i> and Yale University
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	Expressing Obligation
	Videos	My House
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	Cooking in Peru
	Interviews	José Verónica
	Videos	Surfing
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 12: Bolivia		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English		

using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>De compras</i> <i>¿Dónde está...?</i>
	<i>Materiales auténticos (Reading)</i>	<i>La lavandería</i> <i>Vamos a la farmacia</i>
	Interviews	Jimena
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 7: Un mapa de tu ciudad</i> <i>Actividad 4: ¿Dónde están?</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Kevin
	Videos	Witches Market Floating Islands
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El Salar de Uyuni</i>
	Interviews	Pat
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Cultural Note	Natural Gas Reserves in Bolivia
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issues	Bolivia and Child Miners
	Videos	Climate Migrants Diversity
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	The Community
	Videos	Personal "a" Positional Prepositions My City Ask Directions

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	Aboriginal Peoples in Bolivia
	Interviews	Érika Caroline
	Videos	Dangerous Road
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 13: Chile		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>LAN</i>
	<i>Materiales auténticos (Reading)</i>	<i>Vacaciones en Chile</i>
	<i>Actividades</i>	<i>Actividad 6: Indicaciones 1</i> <i>Actividad 9: Indicaciones 4</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
Interviews	Mariajesús	
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: Clasifica</i> <i>Actividad 10: Un mapa</i>
2. Cultures		

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	María
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Mimi
	Panorama	<i>Valparaíso</i>
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Videos	Neruda
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	Formal Commands
	Videos	Direct Object Pronouns
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Transantiago in Santiago, Chile
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 14: Paraguay		
Standard	Section/Type	Title/Location

1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Momentos en la vida</i>
	<i>Materiales auténticos (Reading)</i>	<i>Beneficios de dormir bien</i> <i>Vivir con el estrés</i>
	Interviews	Anahí
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 8: Autoadhesivos para el coche</i> <i>Actividad 12: ¿Cómo te sientes?</i> <i>Actividad 13: Entrevista</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Alan
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Judith
	Panorama	<i>El Palacio de López</i>
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Videos	<i>Pantanal</i>
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issues	Ancestral Land vs. Progress
4. Comparisons		
(A) demonstrate an understanding of the nature	Presentations	The Verb <i>Tener</i>
	Videos	Emotions

of language through comparisons of the student's own language and the language studied		
(C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	Paraguayan Personalities
	Videos	Bottle Dance
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 15: Argentina		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 11: Una entrevista</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Todos al colegio</i>
	<i>Materiales auténticos (Reading)</i>	<i>El primer día de clases</i> <i>El horario</i> <i>Colegio Isabel la Católica</i> <i>Los beneficios de viajar</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 2: Las clases y las carreras</i> <i>Actividad 3: Las carreras</i> <i>Actividad 4: Gente famosa</i>

		<i>Actividad 9: Profesiones</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Fernando Yanina
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El Cementerio de la Recoleta</i>
	Videos	Buenos Aires Art Walk
3. Connections		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information	Videos	Patagonia
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	The Housing Crisis in Buenos Aires
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Presentations	<i>Saber vs. Conocer</i>
	Videos	Professions
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	<i>La Universidad Nacional de Córdoba</i>
	Interviews	Julia
	Videos	Largest Barbeque
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	

(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist
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Chapter 16: Uruguay

Standard	Section/Type	Title/Location
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1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos</i> (Listening)	<i>¿Quieres conocer Montevideo?</i>
	<i>Materiales auténticos</i> (Reading)	<i>Viajar</i> <i>La mochila</i>
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: Identificación</i> <i>Actividad 9: ¿Dónde...?</i> <i>Actividad 11: Anuncio publicitario</i>

2. Cultures

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Michael
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Mary-Laure
	Panorama	<i>El cerro San Antonio</i>

3. Connections

(B) use the language to obtain, reinforce, or expand knowledge of other subject	Social Issue	School or Work?
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areas		
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Videos	<i>Ir + a_ + Infinitive</i>
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	<i>¡La costa!</i>
	Videos	President Mujica
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 17: Dominican Republic		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>La abuela</i>
	<i>Materiales auténticos (Reading)</i>	<i>La maleta</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Marina
(C) present information using familiar words, phrases, and sentences to	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 4: Completa</i> <i>Actividad 12: Vacaciones en</i>

listeners and readers		<i>la República Dominicana</i> <i>Actividad 13: La visita</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Christina Dania
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Videos	Overview of Dominican Republic Sights and Sounds of Dominican Republic
	Panorama	<i>La Virgen de la Altagracia</i>
	Interviews	Joaquín William
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Baseball and Sugar
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Videos	Transportation Nouns
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Tourism in the Dominican Republic
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 18: Cuba		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 11: Preguntas</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>El Pollito Pio</i>
	<i>Materiales auténticos (Reading)</i>	<i>Las mascotas</i> <i>Los animales de compañía</i>
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: Categorías de animales</i> <i>Actividad 2: Mascotas</i> <i>Actividad 3: Historia animal</i> <i>Actividad 5: ¿Qué animal es?</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Nayda Sugey
	Videos	Rock Climbing in Cuba
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Jim
	Panorama	<i>La Habana</i>
	Videos	Street Music
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issues	What happened to Cuba?
4. Comparisons		
(C) demonstrate an understanding of the influence of one language	Interviews	Chris

and culture on another		
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 19: Puerto Rico		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 4: Adivina</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>El nuevo iPhone</i> <i>Anuncio de Walmart</i>
	<i>Materiales auténticos (Reading)</i>	<i>Videojuegos</i>
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Ana Teresa
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 2: Usos de la tecnología</i> <i>Actividad 3: Una carta</i> <i>Actividad 16: Un mensaje de texto</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Ana Áurea
(B) demonstrate an understanding of the	Videos	Exploring Puerto Rico Adventure in Puerto Rico

products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>San Germán</i>
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	The Future of Puerto Rico
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Videos	Present Progressive
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	Innovators, Inventors, and Places of Importance in Puerto Rico
	Interviews	Janirah
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 20: Equatorial Guinea		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2

provide and obtain information		<i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>¿Cómo se contamina el agua?</i>
	<i>Materiales auténticos (Reading)</i>	<i>El reciclaje</i> <i>Medio de transporte alternativo</i>
	<i>Lectura</i>	
	Masteries	Listening Mastery A Listening Mastery B
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 5: Clasificación</i> <i>Actividad 7: Los consejos</i> <i>Actividad 9: Salvar la Tierra</i> <i>Actividad 15: Póster</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Interviews	Vanessa Sara
	Videos	People of Equatorial Guinea
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>La Estación de Biología</i> <i>Marina Dos Mosquises</i>
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Environmental Problems and Equatorial Guinea
4. Comparisons		
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Ethnic Groups in Equatorial Guinea
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural	<i>En la comunidad</i>	

events and using technology to communicate	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist

Chapter 21: Spain		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
	<i>Actividades</i>	<i>Actividad 4: El futuro cercano (Ir + a + infinitivo)</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Premios de las TVyNovelas</i>
	<i>Materiales auténticos (Reading)</i>	<i>Lo mejor del cine latinoamericano</i>
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Gerard
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: Proyecto</i> <i>Actividad 3: Verbos reflexivos</i> <i>Actividad 21: Palabras negativas e indefinidas</i> <i>Actividad 23: Ponerse + adjetivo</i> <i>Actividad 27: Acciones recíprocas</i> <i>Actividad 30: Subjuntivo</i> <i>Actividad 32: Verbos como gustar</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of	Interviews	Bárbara

the cultures studied		
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>La plaza de toros</i>
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	Spain and Nationalism
4. Comparisons		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	Videos	Action Verbs 1 Action Verbs 2
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied (C) demonstrate an understanding of the influence of one language and culture on another	Cultural Note	Spain: Where It All Began
	Interviews	Almudena Andrew Esther
	Videos	Tomatina Boquería
5. Communities		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>	
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist	

Chapter 22: United States of America		
Standard	Section/Type	Title/Location
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:		

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	<i>Materiales auténticos (Listening)</i>	<i>Claro Navidad</i> IKEA
	<i>Materiales auténticos (Reading)</i>	<i>Cinco de Mayo</i> <i>Día de la Madre</i> <i>Día Internacional de la Familia</i> <i>Propósitos</i>
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Teodoro
(C) present information using familiar words, phrases, and sentences to listeners and readers	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: ¿Quién, qué, dónde, por qué, cuándo?</i> <i>Actividad 2: Billetes/Estampillas de festividades</i> <i>Actividad 3: Álbum de recortes</i> <i>Actividad 8: La tarjeta postal</i> <i>Actividad 11: Tradiciones</i> <i>Actividad 13: Una invitación</i>
2. Cultures		
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	Presentations	<i>Cinco de Mayo</i>
	Interviews	Janie
	Videos	<i>Cinco de Mayo</i>
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	Panorama	<i>El Día de los Muertos</i>
3. Connections		
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas	Social Issue	The US and Illegal Immigration
	Videos	Undocumented Teen Volleyball over the Wall

4. Comparisons

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	Cultural Note	Spanish Speakers in the US
	Interviews	Aileen Randy

5. Communities

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	<i>En la comunidad</i>
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(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Can-Do Goals Can-Do Checklist
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