

Florida Correlations

Standard: Interpretive Listening		
<i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	SE/Learning Site: p. 234, Unidad 4, Act. 3.2; p. 235, Unidad 4, Act. 3.4; p. 254, Unidad 4, Act. 20.3; p. 264, Unidad 4, Act. 29.2; p. 268, Unidad 4, Act. 32; p. 309, Unidad 5, Act. 3.2; p. 349, Unidad 5, Act. 41.2; p. 367, Unidad 5, Act. 60.2; p. 415, Unidad 6, Act. 34.1; p. 421, Unidad 6, Act. 39.2 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.1 Nualang (Learning Site): Unidad 4, Comunicación 1, Roleplay; Unidad 4, Comunicación 2, Roleplay; Unidad 4, Comunicación 3, Roleplay; Unidad 5, Comunicación 1, Roleplay; Unidad 5, Comunicación 2, Roleplay; Unidad 5, Comunicación 3, Roleplay; Unidad 6, Comunicación 1, Roleplay; Unidad 6, Comunicación 2, Roleplay; Unidad 6, Comunicación 3, Roleplay
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	SE/Learning Site: p. 246, Unidad 4, Act. 13; p. 247, Unidad 4, Act. 14.1; p. 266, Unidad 4, Act. 30; p. 281, Unidad 4, Act. 44.1; p. 286, Unidad 4, Act. 47; p. 315, Unidad 5, Act. 11; p. 317, Unidad 5, Act. 13.1; p. 340, Unidad 5, Act. 33; p. 356, Unidad 5, Act. 49; p. 364, Unidad 5, Act. 57.1; p. 369, Unidad 5, Act. 62.1; p. 388, Unidad 6, Act. 9.1; p. 410, Unidad 6, Act. 29.1; p. 417, Unidad 6, Act. 36.1 Assessment Formative (En camino) SE/Learning Site: p. 369, Unidad 5, Act. 62.1 Spanish for Life and Career Success SE/Learning Site: p. LCS18, Lección 5, Act. 1.1 Nualang (Learning Site): Unidad 4, Comunicación 1, Roleplay; Unidad 4, Comunicación 2, Roleplay; Unidad 4, Comunicación 3, Roleplay; Unidad 5, Comunicación 1, Roleplay; Unidad 5, Comunicación 2, Roleplay; Unidad 5, Comunicación 3, Roleplay; Unidad 6, Comunicación 1, Roleplay; Unidad 6, Comunicación 2, Roleplay; Unidad 6, Comunicación 3, Roleplay

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WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	SE/Learning Site: p. 260, Unidad 4, Act. 27.1; p. 284, Unidad 4, Act. 45.3; p. 318, Unidad 5, Act. 14.1; p. 320, Unidad 5, Act. 16; p. 321, Unidad 5, Act. 18.1, 18.2; p. 322, Unidad 5, Act. 19.1; p. 326, Unidad 5, Act. 22.1; p. 338, Unidad 5, Act. 31.1; p. 347, Unidad 5, Act. 39.1; p. 348, Unidad 5, Act. 40.1; p. 349, Unidad 5, Act. 41.2; p. 359, Unidad 5, Act. 52.1; p. 383, Unidad 6, Act. 3.2; p. 396, Unidad 6, Act. 16.2; p. 415, Unidad 6, Act. 34.1; p. 436, Unidad 6, Act. 54.1; p. 440, Unidad 6, Act. 57.3 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.1; p. 329, Unidad 5, Act. 25.1; p. 423, Unidad 6, Act. 41.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpretive Assessment; p. 447, Unidad 6, Interpretive Assessment Assessment Final (Learning Site): Unit 6 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS14, Lección 4, Act. 1.1; p. LCS16, Lección 4, Act. 1.3
WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	SE/Learning Site: p. 234, Unidad 4, Act. 3.2; p. 251, Unidad 4, Act. 17.3; p. 253, Unidad 4, Act. 20.2; p. 254, Unidad 4, Act. 20.3; p. 264, Unidad 4, Act. 29.2; p. 266, Unidad 4, Act. 30; p. 289, Unidad 4, Act. 49.2; p. 293, Unidad 4, Act. 52.2; p. 309, Unidad 5, Act. 3.2, 3.3; p. 314, Unidad 5, Act. 9.2; p. 315, Unidad 5, Act. 10.1; p. 325, Unidad 5, Act. 21.2; p. 326, Unidad 5, Act. 22.1; p. 338, Unidad 5, Act. 31.1; p. 339, Unidad 5, Act. 32.3; p. 396, Unidad 6, Act. 16.2; p. 421, Unidad 6, Act. 39.2; p. 440, Unidad 6, Act. 57.3; p. 441, Unidad 6, Act. 59.2 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpretive Assessment; p. 447, Unidad 6, Interpretive Assessment Assessment Final (Learning Site): Unit 4 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS15, Lección 4, Act. 1.2; p. LCS23, Lección 6, Act. 1.2
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	SE/Learning Site: p. 234, Unidad 4, Act. 3.2; p. 274, Unidad 4, Act. 36.2; p. 324, Unidad 5, Act. 20.1; p. 327, Unidad 5, Act. 23.2; p. 333, Unidad 5, Act. 28; p. 367, Unidad 5, Act. 60.2; p. 403, Unidad 6, Act. 22.1, 22.2; p. 441, Unidad 6, Act. 59.2 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpretive Assessment Nualang (Learning Site): Unidad 5, Comunicación 2, Roleplay; Unidad 6, Comunicación 2, Roleplay

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WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.	SE/Learning Site: p. 251, Unidad 4, Act. 17.3; p. 254, Unidad 4, Act. 20.3 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.1; p. 369, Unidad 5, Act. 62.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpretive Assessment Nualang (Learning Site): Unidad 4, Comunicación 1, Chatbot; Unidad 4, Comunicación 2, Chatbot; Unidad 4, Comunicación 3, Chatbot; Unidad 5, Comunicación 1, Chatbot; Unidad 5, Comunicación 2, Chatbot; Unidad 5, Comunicación 3, Chatbot; Unidad 6, Comunicación 1, Chatbot; Unidad 6, Comunicación 2, Chatbot; Unidad 6, Comunicación 3, Chatbot
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Standard: Interpretative Reading		
The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.	SE/Learning Site: p. 65, Unidad 1, Act. 56.3, 56.4; p. 169, Unidad 3, Act. 12.1; p. 233, Unidad 4, Act. 1.1; p. 240, Unidad 4, Act. 8; p. 241, Unidad 4, Act. 9.1; p. 242, Unidad 4, Act. 11.1; p. 250, Unidad 4, Act. 17.1; p. 264, Unidad 4, Act. 29.1; p. 265, Unidad 4, Act. 29.3; p. 267, Unidad 4, Act. 31.1; p. 269, Unidad 4, Act. 34.1; p. 283, Unidad 4, Act. 45.1; p. 289, Unidad 4, Act. 49.1; p. 291, Unidad 4, Act. 50.1; p. 307, Unidad 5, Act. 1.1; p. 317, Unidad 5, Act. 13.1; p. 318, Unidad 5, Act. 14.1; p. 319, Unidad 5, Act. 15.1; p. 325, Unidad 5, Act. 21.1; p. 334, Unidad 5, Act. 29.1; p. 336, Unidad 5, Act. 30.1; p. 339, Unidad 5, Act. 32.1, 32.3; p. 342, Unidad 5, Act. 35.1; p. 345, Unidad 5, Act. 37.1; p. 349, Unidad 5, Act. 41.1; p. 358, Unidad 5, Act. 51.2; p. 359, Unidad 5, Act. 51.3; p. 360, Unidad 5, Act. 53; p. 361, Unidad 5, Act. 54.1; p. 381, Unidad 6, Act. 1.1; p. 382, Unidad 6, Act. 3.1; p. 387, Unidad 6, Act. 8; p. 391, Unidad 6, Act. 12.2; p. 395, Unidad 6, Act. 15.1, 15.2; p. 396, Unidad 6, Act. 16.1; p. 397, Unidad 6, Act. 17.1; p. 398, Unidad 6, Act. 18.1; p. 400, Unidad 6, Act. 20.1, 20.2, 20.3; p. 412, Unidad 6, Act. 31.1, 31.2; p. 415, Unidad 6, Act. 35.1; p. 430, Unidad 6, Act. 47.2; p. 432, Unidad 6, Act. 49.1; p. 437, Unidad 6, Act. 55.1; p. 438, Unidad 6, Act. 56.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.1; p. 295, Unidad 4, Act. 54.1; p. 351, Unidad 5, Act. 43.1; p. 405, Unidad 6, Act. 24.1; p. 443, Unidad 6, Act. 61.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 373, Unidad 5, Interpretive Assessment Assessment Final (Learning Site): Unit 5 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS14, Lección 4, Act. 1.1; p. LCS16, Lección 4, Act. 1.3; p. LCS19, Lección 5, Act. 1.3; p. LCS22, Lección 6, Act. 1.1 TE/Learning Site: p. 55, Unidad 1, Paso 49.1 Teaching Tip; p. 225, Unidad 3, Interpretive Assessment Teaching Tip; p. 243, Unidad 4, Strategies for Differentiation: College and Career Readiness; p. 253, Unidad 4, Strategies for Differentiation: AP® Strategies; p. 275, Unidad 4, Paso 38.1 Teaching Tip; p. 295, Unidad 4, Paso 54.1 Teaching Tip; p. 325, Unidad 5, Strategies for Differentiation: Heritage Learners; p. 400, Unidad 6, Paso 20.2 Teaching Tip; p. 412, Unidad 6, Paso 31.1 Teaching Tip Nualang (Learning Site): Unidad 4, Comunicación 1, Roleplay; Unidad 4, Comunicación 2, Roleplay; Unidad 4, Comunicación 3, Roleplay; Unidad 5, Comunicación 1, Roleplay; Unidad 5, Comunicación 2, Roleplay; Unidad 5, Comunicación 3, Roleplay; Unidad 6, Comunicación 1, Roleplay; Unidad 6, Comunicación 2, Roleplay; Unidad 6, Comunicación 3, Roleplay
WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.	SE/Learning Site: p. 216, Unidad 3, Act. 52.1; p. 246, Unidad 4, Act. 13; p. 248, Unidad 4, Act. 14.2; p. 400, Unidad 6, Act. 20.1, 20.2, 20.3; p. 415, Unidad 6, Act. 35.1 TE/Learning Site: p. 64, Unidad 1, Paso 56.3 Teaching Tip; p. 173, Unidad 3, Strategies for Differentiation: IB Strategies; p. 217, Unidad 3, Paso 52.1 Teaching Tip; p. 64; p. 400, Unidad 6, Paso 20.1 Teaching Tip; p. 401, Unidad 6, Strategies for Differentiation: Supporting Heritage Learners; p. 401, Unidad 6, Strategies for Differentiation: AP® Strategies

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WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	SE/Learning Site: p. 124, Unidad 2, Act. 43.1, 43.2; p. 239, Unidad 4, Act. 7; p. 284, Unidad 4, Act. 45.2; p. 292, Unidad 4, Act. 51.1; p. 316, Unidad 5, Act. 12.1; p. 319, Unidad 5, Act. 15.1; p. 440, Unidad 6, Act. 57.1; p. 444, Unidad 6, Act. 62.2 Spanish for Life and Career Success SE/Learning Site: p. LCS11, Unidad 3, Act. 1.2 TE/Learning Site: p. 134, Unidad 2, Strategies for Differentiation: Scaffold
WL.K12.NH.2.4	Identify key detailed information needed to fill out forms.	SE/Learning Site: p. 233, Unidad 4, Act. 1.1; p. 239, Unidad 4, Act. 7; p. 240, Unidad 4, Act. 8; p. 241, Unidad 4, Act. 9.1; p. 244, Unidad 4, Act. 12.1; p. 289, Unidad 4, Act. 49.1; p. 313, Unidad 5, Act. 8; p. 314, Unidad 5, Act. 9.1; p. 333, Unidad 5, Act. 28; p. 341, Unidad 5, Act. 34.1; p. 363, Unidad 5, Act. 56; p. 389, Unidad 6, Act. 10.1; p. 391, Unidad 6, Act. 12.1; p. 427, Unidad 6, Act. 45.1; p. 435, Unidad 6, Act. 52; p. 435, Unidad 6, Act. 53.1
Standard: Interpersonal Communication		
<i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	SE/Learning Site: p. 211, Unidad 3, Act. 47.2, 47.3; p. 254, Unidad 4, Act. 20.4; p. 256, Unidad 4, Act. 23; p. 260, Unidad 4, Act. 23; p. 262, Unidad 4, Act. 28.1; p. 263, Unidad 4, Act. 28.2, 28.3; p. 270, Unidad 4, Act. 34.2; p. 274, Unidad 4, Act. 36.3; p. 282, Unidad 4, Act. 44.3; p. 316, Unidad 5, Act. 12.2; p. 317, Unidad 5, Act. 13.3; p. 318, Unidad 5, Act. 14.2; p. 328, Unidad 5, Act. 23.4; p. 346, Unidad 5, Act. 38.2; p. 348, Unidad 5, Act. 40.2; p. 384, Unidad 6, Act. 5; p. 406, Unidad 6, Act. 25; Unidad 6, Act. 42; p. 418, Unidad 6, Act. 36.2; p. 431, Unidad 6, Act. 47.3; p. 435, Unidad 6, Act. 53.2; p. 437, Unidad 6, Act. 55.2; p. 441, Unidad 6, Act. 59.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.3; p. 275, Unidad 4, Act. 38.2; p. 295, Unidad 4, Act. 54.2; p. 329, Unidad 5, Act. 25.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpersonal Assessment; p. 373, Unidad 5, Interpersonal Assessment; p. 447, Unidad 6, Interpersonal Assessment Assessment Final (Learning Site): Unit 4 Interpersonal Assessment; Unit 5 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS16, Lección 4, Act. 1.3 Nualang (Learning Site): Unidad 4, Comunicación 1, Chatbot; Unidad 4, Comunicación 2, Chatbot; Unidad 4, Comunicación 3, Chatbot; Unidad 5, Comunicación 1, Chatbot; Unidad 5, Comunicación 2, Chatbot; Unidad 5, Comunicación 3, Chatbot; Unidad 6, Comunicación 1, Chatbot; Unidad 6, Comunicación 2, Chatbot; Unidad 6, Comunicación 3, Chatbot

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WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.	SE/Learning Site: p. 254, Unidad 4, Act. 20.4; p. 256, Unidad 4, Act. 23; p. 260, Unidad 4, Act. 23; p. 262, Unidad 4, Act. 28.1; p. 263, Unidad 4, Act. 28.2, 28.3; p. 270, Unidad 4, Act. 34.2; p. 274, Unidad 4, Act. 36.3; p. 276, Unidad 4, Act. 39; p. 289, Unidad 4, Act. 49.3; p. 296, Unidad 4, Act. 55.1; p. 307, Unidad 5, Act. 1.3; p. 310, Unidad 5, Act. 5; p. 316, Unidad 5, Act. 12.2; p. 317, Unidad 5, Act. 13.3; p. 318, Unidad 5, Act. 14.2; p. 322, Unidad 5, Act. 19.2; p. 324, Unidad 5, Act. 20.2; p. 328, Unidad 5, Act. 23.4; p. 330, Unidad 5, Act. 26; p. 337, Unidad 5, Act. 30.3; p. 338, Unidad 5, Act. 31.2; p. 343, Unidad 5, Act. 35.2; p. 345, Unidad 5, Act. 37.2; p. 346, Unidad 5, Act. 38.2; p. 347, Unidad 5, Act. 39.2; p. 348, Unidad 5, Act. 40.2; p. 352, Unidad 5, Act. 44; p. 357, Unidad 5, Act. 50.2; p. 358, Unidad 5, Act. 51.1; p. 361, Unidad 5, Act. 54.2; p. 366, Unidad 5, Act. 59.2; p. 368, Unidad 5, Act. 60.3, 60.4; p. 370, Unidad 5, Act. 63.1; p. 383, Unidad 6, Act. 3.4; p. 389, Unidad 6, Act. 10.3; p. 396, Unidad 6, Act. 16.2; p. 397, Unidad 6, Act. 17.2; p. 418, Unidad 6, Act. 36.2; p. 419, Unidad 6, Act. 37; p. 428, Unidad 6, Act. 45.2; p. 433, Unidad 6, Act. 50; p. 436, Unidad 5, Act. 54.2; p. 441, Unidad 6, Act. 59.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.3; p. 275, Unidad 4, Act. 38.2; p. 295, Unidad 4, Act. 54.2; p. 329, Unidad 5, Act. 25.2; p. 351, Unidad 5, Act. 43.2; p. 423, Unidad 6, Act. 41.2; p. 443, Unidad 6, Act. 61.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpersonal Assessment; p. 373, Unidad 5, Interpersonal Assessment; p. 447, Unidad 6, Interpersonal Assessment Assessment Final (Learning Site): Unit 5 Interpersonal Assessment; Unit 6 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS24, Lección 6, Act. 1.3 Nualang (Learning Site): Unidad 4, Comunicación 1, Chatbot; Unidad 4, Comunicación 2, Chatbot; Unidad 5, Comunicación 1, Chatbot; Unidad 5, Comunicación 2, Chatbot; Unidad 6, Comunicación 1, Chatbot; Unidad 6, Comunicación 2, Chatbot; Unidad 6, Comunicación 3, Chatbot
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WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.	SE/Learning Site: p. 13, Unidad 1, Act. 9.2; p. 188, Unidad 3, Act. 28.3; p. 191, Unidad 3, Act. 30.2; p. 245, Unidad 4, Act. 12.2; p. 249, Unidad 4, Act. 16.1; p. 254, Unidad 4, Act. 20.4; p. 260, Unidad 4, Act. 23; p. 262, Unidad 4, Act. 28.1; p. 263, Unidad 4, Act. 28.2; p. 267, Unidad 4, Act. 31.3; p. 270, Unidad 4, Act. 34.2; p. 274, Unidad 4, Act. 36.3; p. 276, Unidad 4, Act. 39; p. 280, Unidad 4, Act. 43.2; p. 282, Unidad 4, Act. 44.3; p. 291, Unidad 4, Act. 50.2; p. 292, Unidad 4, Act. 51.2; p. 297, Unidad 4, Act. 55.3; p. 316, Unidad 5, Act. 12.2; p. 317, Unidad 5, Act. 13.3; p. 318, Unidad 5, Act. 14.2; p. 321, Unidad 5, Act. 18.3; p. 324, Unidad 5, Act. 20.2; p. 328, Unidad 5, Act. 23.4; p. 341, Unidad 5, Act. 34.2; p. 343, Unidad 5, Act. 35.2; p. 346, Unidad 5, Act. 38.2; p. 347, Unidad 5, Act. 39.2; p. 357, Unidad 5, Act. 50.2; p. 364, Unidad 5, Act. 57.2, 57.3; p. 366, Unidad 5, Act. 59.2; p. 388, Unidad 6, Act. 9.2; p. 389, Unidad 6, Act. 10.3; p. 390, Unidad 6, Act. 11.2; p. 398, Unidad 6, Act. 18.2; p. 399, Unidad 6, 19.4; p. 428, Unidad 6, Act. 45.2; p. 429, Unidad 6, Act. 46.2; p. 431, Unidad 6, Act. 47.3; p. 433, Unidad 6, Act. 50; p. 436, Unidad 6, Act. 54.2; p. 437, Unidad 6, Act. 55.2; p. 438, Unidad 6, Act. 56.1 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.3; p. 275, Unidad 4, Act. 38.2; p. 295, Unidad 4, Act. 54.2; p. 329, Unidad 5, Act. 25.2; p. 351, Unidad 5, Act. 43.2; p. 369, Unidad 5, Act. 62.2; p. 405, Unidad 6, Act. 24.2; p. 443, Unidad 6, Act. 61.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Interpersonal Assessment; p. 373, Unidad 5, Interpersonal Assessment; p. 447, Unidad 6, Interpersonal Assessment Assessment Final (Learning Site): Unit 4 Interpersonal Assessment; Unit 5 Interpersonal Assessment Nualang (Learning Site): Unidad 4, Comunicación 1, Chatbot; Unidad 4, Comunicación 2, Chatbot; Unidad 4, Comunicación 3, Chatbot; Unidad 5, Comunicación 3, Chatbot; Unidad 6, Comunicación 1, Chatbot; Unidad 6, Comunicación 3, Chatbot
WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.	SE/Learning Site: p. 254, Unidad 4, Act. 20.4; p. 256, Unidad 4, Act. 23; p. 260, Unidad 4, Act. 23; p. 268, Unidad 4, Act. 33.3; p. 270, Unidad 4, Act. 34.2; p. 274, Unidad 4, Act. 36.3; p. 316, Unidad 5, Act. 12.2; p. 317, Unidad 5, Act. 13.3; p. 318, Unidad 5, Act. 14.2; p. 324, Unidad 5, Act. 20.2; p. 328, Unidad 5, Act. 23.4; p. 343, Unidad 5, Act. 35.2; p. 347, Unidad 5, Act. 39.2; p. 364, Unidad 5, Act. 57.2, 57.3; p. 365, Unidad 5, Act. 58.2; p. 398, Unidad 6, Act. 18.2; p. 402, Unidad 6, Act. 21.1; p. 404, Unidad 6, Act. 22.4; p. 416, Unidad 6, Act. 35.2; p. 435, Unidad 6, Act. 53.2; p. 437, Unidad 6, Act. 55.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.3; p. 275, Unidad 4, Act. 38.2; p. 295, Unidad 4, Act. 54.2; p. 329, Unidad 5, Act. 25.2; p. 405, Unidad 6, Act. 24.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad, 4 Interpersonal Assessment; p. 373, Unidad 5, Interpersonal Assessment; p. 447, Unidad 6, Interpersonal Assessment Assessment Final (Learning Site): Unit 6 Interpersonal Assessment Nualang (Learning Site): Unidad 4, Comunicación 1, Chatbot; Unidad 4, Comunicación 2, Chatbot; Unidad 4, Comunicación 3, Chatbot; Unidad 5, Comunicación 1, Chatbot; Unidad 5, Comunicación 2, Chatbot; Unidad 5, Comunicación 3, Chatbot; Unidad 6, Comunicación 1, Chatbot; Unidad 6, Comunicación 2, Chatbot; Unidad 6, Comunicación 3, Chatbot

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WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	SE/Learning Site: p. 211, Unidad 3, Act. 47.2, 47.3; p. 218, Unidad 3, Act. 53.2; p. 316, Unidad 5, Act. 12.2; p. 318, Unidad 5, Act. 14.2; p. 319, Unidad 5, Act. 15.2; p. 321, Unidad 5, Act. 18.3; p. 325, Unidad 5, Act. 21.3; p. 326, Unidad 5, Act. 22.2; p. 338, Unidad 5, Act. 31.2; p. 358, Unidad 5, Act. 40.2; p. 361, Unidad 5, Act. 54.2; p. 366, Unidad 5, Act. 59.2; p. 370, Unidad 5, Act. 63.1 Assessment Formative (En camino) SE/Learning Site: p. 329, Unidad 5, Act. 25.2; p. 369, Unidad 5, Act. 62.2 Assessment Final (Learning Site): Unit 5 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS20, Lección 5, Act. 1.4 Nualang (Learning Site): Unidad 5, Comunicación 1, Chatbot
WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.	SE/Learning Site: p. 317, Unidad 5, Act. 13.3; p. 318, Unidad 5, Act. 14.2; p. 321, Unidad 5, Act. 18.3; p. 347, Unidad 5, Act. 39.2; p. 352, Unidad 5, Act. 44; p. 399, Unidad 6, Act. 19.4; p. 429, Unidad 6, Act. 46.2 TE/Learning Site: p. 211, Unidad 3, Strategies for Differentiation: Supporting Heritage Learners
WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.	SE/Learning Site: p. 245, Unidad 4, Act. 12.3; p. 263, Unidad 4, Act. 28.3; p. 282, Unidad 4, Act. 44.3; p. 291, Unidad 4, Act. 50.2; p. 297, Unidad 4, Act. 55.3; p. 338, Unidad 5, Act. 31.2 TE/Learning Site: p. 196, Unidad 3, Strategies for Differentiation: Scaffold
WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	SE/Learning Site: p. 245, Unidad 4, Act. 12.3; p. 263, Unidad 4, Act. 28.2; p. 282, Unidad 4, Act. 44.3; p. 291, Unidad 4, Act. 50.2; p. 297, Unidad 4, Act. 55.3; p. 330, Unidad 5, Act. 26; p. 337, Unidad 4, Act. 30.3; p. 438, Unidad 6, Act. 56.1 Assessment Formative (En camino) SE/Learning Site: p. 295, Unidad 4, Act. 54.2

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Standard: Presentational Speaking		
<i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	SE/Learning Site: p. 245, Unidad 4, Act. 12.3; p. 261, Unidad 4, Act. 27.3; p. 318, Unidad 5, Act. 14.3; p. 343, Unidad 5, Act. 36.2; p. 346, Unidad 5, Act. 38.3; p. 347, Unidad 5, Act. 39.3; p. 357, Unidad 5, Act. 50.3; p. 359, Unidad 5, Act. 52.2; p. 362, Unidad 5, Act. 55.3; p. 381, Unidad 6, Act. 1.3; p. 393, Unidad 6, Act. 13.3; p. 399, Unidad 6, Act. 19.3; p. 402, Unidad 6, Act. 21.2; p. 411, Unidad 6, Act. 30.3; p. 418, Unidad 6, Act. 36.3; p. 439, Unidad 6, Act. 56.4 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.3; p. 295, Unidad 4, Act. 54.3
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	SE/Learning Site: p. 261, Unidad 4, Act. 27.3; p. 314, Unidad 5, Act. 9.3; p. 317, Unidad 5, Act. 13.4; p. 323, Unidad 5, Act. 19.3; p. 337, Unidad 5, Act. 30.4; p. 357, Unidad 5, Act. 50.3; p. 362, Unidad 5, Act. 55.3; p. 399, Unidad 6, Act. 19.3; p. 402, Unidad 6, Act. 21.2; p. 411, Unidad 6, Act. 30.3; p. 418, Unidad 6, Act. 36.3 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.3; p. 295, Unidad 4, Act. 54.3; p. 329, Unidad 5, Act. 25.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 447, Unidad 6, Presentational Assessment Assessment Final (Learning Site): Unit 5 Presentational Assessment
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	SE/Learning Site: p. 265, Unidad 4, Act. 29.4; p. 314, Unidad 5, Act. 9.3; p. 323, Unidad 5, Act. 19.3; p. 337, Unidad 5, Act. 30.4; p. 343, Unidad 5, Act. 36.2; p. 346, Unidad 5, Act. 38.3; p. 347, Unidad 5, Act. 39.3; p. 348, Unidad 5, Act. 40.3; p. 357, Unidad 5, Act. 50.3; p. 359, Unidad 5, Act. 52.2; p. 362, Unidad 5, Act. 55.3; p. 365, Unidad 5, Act. 58.3; p. 381, Unidad 6, Act. 1.3; p. 393, Unidad 6, Act. 13.3; p. 418, Unidad 6, Act. 36.3; p. 420, Unidad 6, Act. 38.4; p. 428, Unidad 6, Act. 45.3; p. 429, Unidad 6, Act. 46.3; p. 436, Unidad 6, Act. 54.3; p. 439, Unidad 6, Act. 56.4 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.3; p. 295, Unidad 4, Act. 54.3; p. 329, Unidad 5, Act. 25.3; p. 351, Unidad 5, Act. 43.3; p. 369, Unidad 5, Act. 62.3; p. 443, Unidad 6, Act. 61.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 373, Unidad 5, Presentational Assessment

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WL.K12.NH.4.4	Present personal information about one's self and others.	SE/Learning Site: p. 248, Unidad 4, Act. 15; p. 265, Unidad 4, Act. 29.4; p. 270, Unidad 4, Act. 34.3; p. 292, Unidad 4, Act. 51.3; p. 309, Unidad 5, Act. 3.4; p. 314, Unidad 5, Act. 9.3; p. 317, Unidad 5, Act. 13.4; p. 318, Unidad 5, Act. 14.3; p. 347, Unidad 5, Act. 39.3; p. 359, Unidad 5, Act. 52.2; p. 362, Unidad 5, Act. 55.3; p. 399, Unidad 6, Act. 19.3; p. 402, Unidad 6, Act. 21.2; p. 411, Unidad 6, Act. 30.3; p. 418, Unidad 6, Act. 36.3; p. 428, Unidad 6, Act. 45.3 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.3; p. 329, Unidad 5, Act. 25.3; p. 351, Unidad 5, Act. 43.3; p. 443, Unidad 6, Act. 61.3 Spanish for Life and Career Success SE/Learning Site: p. LCS24, Lección 6, Act. 1.4
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	SE/Learning Site: p. 337, Unidad 5, Act. 30.4; p. 359, Unidad 5, Act. 51.4; p. 400, Unidad 6, Act. 20.2;
WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.	SE/Learning Site: p. 57, Unidad 1, Act. 51.2; p. 141, Unidad 2, Act. 62.2; p. 265, Unidad 4, Act. 29.4; p. 280, Unidad 4, Act. 43.3; p. 309, Unidad 5, Act. 3.4; p. 343, Unidad 5, Act. 36.2; p. 350, Unidad 5, Act. 41.3; p. 357, Unidad 5, Act. 50.3; p. 399, Unidad 6, Act. 19.3; p. 420, Unidad 6, Act. 38.4; p. 429, Unidad 6, Act. 46.3 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.3; p. 295, Unidad 4, Act. 54.3; p. 351, Unidad 5, Act. 43.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 373, Unidad 5, Presentational Assessment Assessment Final (Learning Site): Unit 5 Presentational Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS24, Lección 6, Act. 1.4

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Standard: Presentational Writing		
<i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	SE/Learning Site: p. 241, Unidad 4, Act. 9.1, 9.2; p. 253, Unidad 4, Act. 20.1; p. 260, Unidad 4, Act. 26.3; p. 261, Unidad 4, Act. 27.2; p. 264, Unidad 4, Act. 29.1; p. 268, Unidad 4, Act. 33; p. 270, Unidad 4, Act. 25.2; p. 280, Unidad 4, Act. 43.1; p. 285, Unidad 4, Act. 45.4; p. 287, Unidad 4, Act. 48.3; p. 291, Unidad 4, Act. 50.3; p. 297, Unidad 4, Act. 55.2; p. 307, Unidad 5, Act. 1.2; p. 317, Unidad 5, Act. 13.2; p. 335, Unidad 5, Act. 29.2; p. 346, Unidad 5, Act. 38.1; p. 371, Unidad 5, Act. 63.2, 66.3; p. 389, Unidad 6, Act. 10.2; p. 390, Unidad 6, Act. 11.1; p. 392, Unidad 6, Act. 12.4; p. 393, Unidad 6, Act. 13.1; p. 404, Unidad 6, Act. 22.3; p. 410, Unidad 6, Act. 29.2; p. 422, Unidad 6, Act. 39.3; p. 429, Unidad 6, Act. 46.1; p. 441, Unidad 6, Act. 59.1; p. 444, Unidad 6, Act. 62.2 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.2; p. 295, Unidad 4, Act. 54.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Presentational Assessment Assessment Final (Learning Site): Unit 4 Presentational Assessment; Unit 6 Presentational Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS25, Lección 6, Act. 3
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	SE/Learning Site: p. 268, Unidad 4, Act. 33.1, 33.2, 33.4; p. 273, Unidad 4, Act. 36.1; p. 291, Unidad 4, Act. 50.3; p. 315, Unidad 5, Act. 10.2; p. 327, Unidad 5, Act. 23.1; p. 328, Unidad 5, Act. 23.3; p. 357, Unidad 5, Act. 50.1; p. 367, Unidad 5, Act. 60.1; p. 389, Unidad 6, Act. 10.2; p. 398, Unidad 6, Act. 18.3; p. 399, Unidad 6, Act. 19.2; p. 405, Unidad 6, Act. 24.3; p. 410, Unidad 6, Act. 29.2; p. 413, Unidad 6, Act. 31.3; p. 416, Unidad 6, Act. 35.3; p. 420, Unidad 6, Act. 38.2; p. 435, Unidad 6, Act. 53.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.2; p. 295, Unidad 4, Act. 54.3; p. 423, Unidad 6, Act. 41.3 Assessment Summative (Vive entre culturas) SE Learning Site: p. 299, Unidad 4, Presentational Assessment Assessment Final (Learning Site): Unit 6 Presentational Assessment

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WL.K12.NH.5.3	Write a description of a familiar experience or event.	SE/Learning Site: p. 251, Unidad 4, Act. 17.4; p. 252, Unidad 4, Act. 18; p. 272, Unidad 4, Act. 35.3; p. 280, Unidad 4, Act. 43.3; p. 291, Unidad 4, Act. 50.3; p. 335, Unidad 5, Act. 29.2; p. 343, Unidad 5, Act. 36.1; p. 346, Unidad 5, Act. 38.1; p. 357, Unidad 5, Act. 50.1; p. 359, Unidad 5, Act. 51.4; p. 371, Unidad 5, Act. 63.2; p. 390, Unidad 6, Act. 11.3; p. 393, Unidad 6, Act. 13.2; p. 413, Unidad 6, Act. 31.3; p. 416, Unidad 6, Act. 35.3; p. 431, Unidad 6, Act. 48.3; p. 441, Unidad 6, Act. 59.1 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.2; p. 295, Unidad 4, Act. 54.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Presentational Assessment Assessment Final (Learning Site): Unit 4 Presentational Assessment TE/Learning Site: p. 235, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners
WL.K12.NH.5.4	Write short personal notes using a variety of media.	SE/Learning Site: p. 268, Unidad 4, Act. 33.4; p. 287, Unidad 4, Act. 48.3; p. 293, Unidad 4, Act. 52.1; p. 315, Unidad 5, Act. 10.2; p. 319, Unidad 5, Act. 15.3; p. 323, Unidad 5, Act. 19.4; p. 341, Unidad 5, Act. 34.3; p. 366, Unidad 5, Act. 59.3; p. 371, Unidad 5, Act. 63.2; p. 396, Unidad 6, Act. 16.3; p. 397, Unidad 6, Act. 17.3; p. 431, Unidad 6, Act. 48.3; p. 435, Unidad 6, Act. 53.3 Assessment Formative (En camino) SE/Learning Site: p. 255, Unidad 4, Act. 22.2; p. 295, Unidad 4, Act. 54.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 299, Unidad 4, Presentational Assessment Assessment Final (Learning Site): Unit 6 Presentational Assessment
WL.K12.NH.5.5	Request information in writing to obtain something needed.	SE/Learning Site: p. 249, Unidad 4, Act. 16.2; p. 268, Unidad 4, Act. 33.3, 33.4; p. 317, Unidad 5, Act. 13.2; p. 415, Unidad 6, Act. 34.2
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	SE/Learning Site: p. 343, Unidad 5, Act. 36.1; p. 362, Unidad 5, Act. 55; p. 365, Unidad 5, Act. 58.3; p. 396, Unidad 6, Act. 16.3; p. 366, Unidad 5, Act. 59.3; p. 389, Unidad 6, Act. 10.2; p. 390, Unidad 6, Act. 11.3 ; p. 420, Unidad 6, Act. 38.3; p. 432, Unidad 6, Act. 49.2; p. 323, Unidad 5, Act. 19.3, 19.4; p. 359, Unidad 5, Act. 52.2; p. 362, Unidad 5, Act. 55.2 Assessment Formative (En camino) SE/Learning Site: p. 369, Unidad 5, Act. 62.3; p. 443, Unidad 6, Act. 61.3 Spanish for Life and Career Success SE/Learning Site: p. LCS20, Lección 5, Act. 1.4 TE/Learning Site: p. 361, Unidad 5, Strategies for Differentiation: Supporting Heritage Learners; p. 362, Unidad 5, Strategies for Differentiation: Challenge; p. 364, Unidad 5, Strategies for Differentiation: Scaffold

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WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher-directed topics.	TE/Learning Site: p. 262, Unidad 4, Strategies for Differentiation: Scaffold
Standard: Culture		
<i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.	SE/Learning Site: p. 5, Unidad 1, Act. 2; p. 7, Unidad 1, Act. 4; p. 48, Unidad 1, Act. 42; p. 68, Unidad 1, Act. 59.4; p. 68, Unidad 1, Act. 60; p. 81, Unidad 2, Act. 1.3; p. 81, Unidad 2, Act. 2; p. 83, Unidad 2, Act. 4; p. 85, Unidad 2, Act. 7; p. 91, Unidad 2, Act. 12.3; p. 104, Unidad 2, Act. 22.4; p. 104, Unidad 2, Act. 23; p. 107, Unidad 2, Act. 27; p. 111, Unidad 2, Act. 32.2; p. 119, Unidad 2, Act. 38; p. 123, Unidad 2, Act. 42; p. 126, Unidad 2, Act. 45; p. 129, Unidad 2, Act. 49; p. 137, Unidad 2, Act. 57.3; p. 146, Unidad 2, Act. 66; p. 146, Unidad 2, Act. 69; p. 149, Unidad 2, Act. 69; p. 161, Unidad 3, Act. 3.4; p. 161, Unidad 3, Act. 4; p. 166, Unidad 3, Act. 9; p. 180, Unidad 3, Act. 19.4; p. 180, Unidad 3, Act. 20; p. 183, Unidad 3, Act. 24; p. 186, Unidad 3, Act. 26.3; p. 200, Unidad 3, Act. 39; p. 220, Unidad 3, Act. 55; p. 223, Unidad 3, Act. 58; p. 237, Unidad 4, Act. 6.2; p. 241, Unidad 4, Act. 10; p. 252, Unidad 4, Act. 18; p. 252, Unidad 4, Act. 19; p. 274, Unidad 4, Act. 37; p. 277, Unidad 4, Act. 40.2; p. 285, Unidad 4, Act. 46; p. 307, Unidad 5, Act. 2; p. 309, Unidad 5, Act. 4; p. 311, Unidad 5, Act. 6.1; p. 328, Unidad 5, Act. 24; p. 350, Unidad 5, Act. 42; p. 353, Unidad 5, Act. 46; p. 381, Unidad 6, Act. 2; p. 383, Unidad 6, Act. 4; p. 385, Unidad 6, Act. 6.2; p. 385, Unidad 6, Act. 7; p. 404, Unidad 6, Act. 23; p. 413, Unidad 6, Act. 32; p. 422, Unidad 6, Act. 40; p. 440, Unidad 6, Act. 58; p. 442, Unidad 6, Act. 60; p. 445, Unidad 6, Act. 63 Assessment Formative (En camino) SE/Learning Site: p. 275, Unidad 4, Act. 38.2 Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 2; p. LCS8, Lección 2, Act. 2; p. LCS13, Lección 3, Act. 2; p. LCS17, Lección 4, Act. 2; p. LCS21, Lección 5, Act. 2; p. LCS24, Lección 6, Act. 2 TE/Learning Site: p. 6, Unidad 1, Paso 3.1 Teaching Tip; p. 8, Unidad 1, Strategies for Differentiation: Challenge; p. 15, Unidad 1, Paso 11.1 Teaching Tip; p. 47, Unidad 1, Detalle lingüístico Teaching Tip; p. 67, Unidad 1, Strategies for Differentiation: IB Strategies; p. 80, Unidad 2, Costa Rica, California y mi comUnidad Teaching Tips; p. 95, Unidad 2, Strategies for Differentiation: AP® Strategies; p. 125, Unidad 2, Paso 44.2 Teaching Tip; p. 147, Unidad 2, Building Proficiency: Intercultural Development; p. 187, Unidad 3, Strategies for Differentiation: Supporting Heritage Learners; p. 240, Unidad 4, Strategies for Differentiation: Scaffold; p. 256, Unidad 4, Strategies for Differentiation: Differentiate; p. 291, Unidad 4, Strategies for Differentiation: AP® Strategies; p. 296, Unidad 4, Strategies for Differentiation: Challenge; p. 306, Unidad 5, República Dominicana, Nueva York y mi comUnidad Teaching Tip; p. 384, Unidad 6, Strategies for Differentiation: Differentiate; p. 407, Unidad 6, Strategies for Differentiation: Supporting Heritage Learners; p. 413, Unidad 6, Strategies for Differentiation: Supporting Heritage Learners; p. 428, Unidad 6, Strategies for Differentiation: Challenge; p. 446, Unidad 6, Vive entre culturas Summative Assessment

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WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.	SE/Learning Site: p. 31, Unidad 1, Act. 27.2; p. 31, Unidad 1, Act. 28; p. 107, Unidad 2, Act. 26.2; p. 129, Unidad 2, Act. 49; p. 183, Unidad 3, Act. 23.2; p. 237, Unidad 4, Act. 6.2; p. 241, Unidad 4, Act. 10; p. 257, Unidad 4, Act. 24.2; p. 285, Unidad 4, Act. 46; p. 353, Unidad 5, Act. 45.2, 46; p. 407, Unidad 6, Act. 26.2; p. 440, Unidad 6, Act. 58
WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)	SE/Learning Site: p. 45, Unidad 1, Act. 39.1, 39.2; p. 81, Unidad 2, Act. 1.2; p. 242, Unidad 4, Act. 11.1; p. 243, Unidad 4, Act. 11.2, 11.3; p. 289, Unidad 4, Act. 49.1; p. 307, Unidad 5, Act. 1.1, 1.2, 1.3; p. 307, Unidad 5, Act. 2; p. 331, Unidad 5, Act. 27.2; p. 363, Unidad 5, Act. 56; p. 381, Unidad 6, Act. 1.1; p. 407, Unidad 6, Act. 26.2; p. 425, Unidad 6, Act. 43.2; p. 425, Unidad 6, Act. 44 TE/Learning Site: p. 5, Unidad 1, Cultural Discovery; p. 37, Unidad 1, Paso 32.2 Teaching Tip; p. 81, Unidad 2, Cultural Discovery; p. 233, Unidad 4, Cultural Discovery; p. 303, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners; p. 307, Unidad 5, Cultural Discovery
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	SE/Learning Site: p. 5, Unidad 1, Act. 1.1, 1.2; p. 5, Unidad 1, Act. 2; p. 6, Unidad 1, Act. 3.1; p. 15, Unidad 1, Act. 11.1; p. 70, Unidad 1, Act. 62; p. 81, Unidad 2, Act. 1.1, 1.2, 1.3; p. 81, Unidad 2, Act. 2; p. 123, Unidad 2, Act. 41.1; p. 159, Unidad 3, Act. 1.2; p. 159, Unidad 3, Act. 2; p. 222, Unidad 3, Act. 57.2; p. 233, Unidad 4, Act. 1; p. 233, Unidad 4, Act. 2; p. 236, Unidad 4, Act. 5; p. 242, Unidad 4, Act. 11.1; p. 243, Unidad 4, Act. 11.2, 11.3; p. 244, Unidad 4, Act. 12.1; p. 250, Unidad 4, Act. 17.1; p. 256, Unidad 4, Act. 23; p. 270, Unidad 4, Act. 35.1, 35.2; p. 276, Unidad 4, Act. 39; p. 291, Unidad 4, Act. 50.1, 50.2, 50.3; p. 296, Unidad 4, Act. 55.1; p. 307, Unidad 5, Act. 1.1, 1.3; p. 307, Unidad 5, Act. 2; p. 310, Unidad 5, Act. 5; p. 330, Unidad 5, Act. 26; p. 334, Unidad 5, Act. 29.1; p. 353, Unidad 5, Act. 45.2; p. 381, Unidad 6, Act. 1.1, 1.2, 1.3; p. 381, Unidad 6, Act. 2; p. 420, Unidad 6, Act. 38.2; p. 421, Unidad 6, Act. 39.1; p. 425, Unidad 6, Act. 43.2; p. 430, Unidad 6, Act. 47.1; p. 431, Unidad 6, Act. 48.1; p. 444, Unidad 6, Act. 62.3 TE/Learning Site: p. 17, Unidad 1, Strategies for Differentiation: Supporting Heritage Learners; p. 303, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners

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Standard: Connections		
<i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	SE/Learning Site: p. 237, Unidad 4, Act. 6.1, 6.2; p. 240, Unidad 4, Act. 8; p. 242, Unidad 4, Act. 11.1; p. 257, Unidad 4, Act. 24.1; p. 262, Unidad 4, Act. 28.1; p. 269, Unidad 4, Act. 34.1; p. 270, Unidad 4, Act. 35.1, 35.2; p. 277, Unidad 4, Act. 40.1; p. 311, Unidad 5, Act. 6.1, 6.2; p. 325, Unidad 5, Act. 21.2; p. 331, Unidad 5, Act. 27.1; p. 337, Unidad 5, Act. 30.2; p. 345, Unidad 5, Act. 37.1; p. 353, Unidad 5, Act. 45.1; p. 368, Unidad 5, Act. 60.4; p. 385, Unidad 6, Act. 6.1; p. 391, Unidad 6, Act. 12.2; p. 392, Unidad 6, Act. 12.3; p. 393, Unidad 6, Act. 13.1; p. 407, Unidad 6, Act. 26.1; p. 412, Unidad 6, Act. 31.1; p. 413, Unidad 6, Act. 31.2; p. 425, Unidad 6, Act. 43.1; p. 430, Unidad 6, Act. 47.2; p. 431, Unidad 6, Act. 48.2; p. 438, Unidad 6, Act. 56.2; p. 440, Unidad 6, Act. 57.1, 57.2; p. 444, Unidad 6, Act. 62.2 Spanish for Life and Career Success SE/Learning Site: pp. LCS14-LCS16, Lección 4, Act. 1.1, 1.2, 1.3; p. LCS18, Lección 5, Act. 1.1; p. LCS22, Lección 6, Act 1.1 TE/Learning Site: p. 277, Unidad 4, Strategies for Differentiation: Connections: Sociology; p. 285, Unidad 4, Strategies for Differentiation: Connections: Sociology; p. 439, Unidad 6, Strategies for Differentiation: Connections: Economics; p. 441, Unidad 6, Strategies for Differentiation: Connections: Sociology; p. 444, Unidad 6, Paso 62.3 Teaching Tip
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	SE/Learning Site: p. 7, Unidad 1, Act. 3.1, 3.2, 3.3; p. 14, Unidad 1, Act. 10.1, 10.2, 10.3; p. 17, Unidad 1, Act. 14.1; p. 21, Unidad 1, Act. 18.1, 18.2; p. 35, Unidad 1, Act. 31.1, 31.2; p. 42, Unidad 1, Act. 37.1; p. 45, Unidad 1, Act. 39.1; p. 81, Unidad 2, Act. 1.1, 1.2; p. 82, Unidad 2, Act. 3.1; p. 96, Unidad 2, Act. 17.1; p. 97, Unidad 2, Act. 17.2, 17.3; p. 112, Unidad 2, Act. 33.1; p. 113, Unidad 2, Act. 33.2; p. 119, Unidad 2, Act. 37.1; p. 121, Unidad 2, Act. 40.1, 40.2; p. 122, Unidad 2, Act. 41.1; p. 123, Unidad 2, Act. 41.1; p. 191, Unidad 3, Act. 30.1; p. 233, Unidad 4, Act. 1.1; p. 239, Unidad 4, Act. 7; p. 240, Unidad 4, Act. 8; p. 279, Unidad 4, Act. 42; p. 440, Unidad 6, Act. 57.1 TE/Learning Site: p. 4, Unidad 1, Teaching Tip; p. 6, Unidad 1, Videoblog de Jazmín Preparation; p. 122, Unidad 2, Strategies for Differentiation: Differentiate; p. 159, Unidad 3, Actividad 2 Teaching Tip; p. 186, Unidad 3, Paso 26.3 Teaching Tip; p. 200, Unidad 3, Strategies for Differentiation: Scaffold; p. 232, Unidad 4, México, Carolina del Norte y mi comUnidad Teaching Tip; p. 234, Unidad 4, Videoblog de Fernanda Preparation

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Standard: Comparisons		
<i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.	SE/Learning Site: p. 21, Unidad 1, Act. 19; p. 48, Unidad 1, Act. 42; p. 166, Unidad 3, Act. 9; p. 214, Unidad 3, Variedad lingüística; p. 368, Unidad 5, Act. 61; p. 404, Unidad 6, Act. 22.3; p. 445, Unidad 6, Act. 63
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	SE/Learning Site: p. 18, Unidad 1, Act. 15; p. 40, Unidad 1, Act. 35; p. 60, Unidad 1, Act. 53; p. 94, Unidad 1, Act. 14; p. 116, Unidad 2, Act. 35; p. 136, Unidad 2, Act. 56; p. 172, Unidad 3, Act. 14; p. 192, Unidad 3, Act. 31; p. 212, Unidad 3, Act. 48; p. 246, Unidad 4, Act. 13; p. 266, Unidad 4, Act. 30; p. 286, Unidad 4, Act. 47; p. 320, Unidad 5, Act. 16; p. 340, Unidad 5, Act. 33; p. 360, Unidad 5, Act. 53; p. 394, Unidad 6, Act. 14; p. 414, Unidad 6, Act. 33; p. 434, Unidad 6, Act. 51 TE/Learning Site: p. 12, Unidad 1, Detalle lingüístico Teaching Tip; p. 12, Unidad 1, Strategies for Differentiation: Scaffold; p. 36, Unidad 1, Strategies for Differentiation: Scaffold; p. 37, Unidad 1, Detalle gramatical Teaching Tip; p. 60, Unidad 1, Detalle gramatical Teaching Tip; p. 62, Strategies for Differentiation: Scaffold; p. 108, Unidad 2, Strategies for Differentiation: Scaffold; p. 320, Unidad 5, Paso 16 Teaching Tip: Strategies for Differentiation; p. 321, Unidad 5, Act. 17 Teaching Tip
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	SE/Learning Site: p. 5, Unidad 1, Act. 2; p. 7, Unidad 1, Act. 4; p. 48, Unidad 1, Act. 42; p. 68, Unidad 1, Act. 59.4; p. 68, Unidad 1, Act. 60; p. 81, Unidad 2, Act. 1.3; p. 81, Unidad 2, Act. 2; p. 83, Unidad 2, Act. 4; p. 85, Unidad 2, Act. 7; p. 91, Unidad 2, Act. 12.3; p. 104, Unidad 2, Act. 23; p. 107, Unidad 2, Act. 27; p. 111, Unidad 2, Act. 32.2; p. 119, Unidad 2, Act. 38; p. 123, Unidad 2, Act. 42; p. 126, Unidad 2, Act. 45; p. 129, Unidad 2, Act. 49; p. 146, Unidad 2, Act. 66; p. 149, Unidad 2, Act. 69; p. 161, Unidad 3, Act. 3.4; p. 161, Unidad 3, Act. 4; p. 180, Unidad 3, Act. 19.4; p. 180, Unidad 3, Act. 20; p. 183, Unidad 3, Act. 24; p. 186, Unidad 3, Act. 26.3; p. 200, Unidad 3, Act. 39; p. 220, Unidad 3, Act. 55; p. 223, Unidad 3, Act. 58; p. 233, Unidad 4, Act. 1.1, 1.2; p. 233, Unidad 4, Act. 2; p. 235, Unidad 4, Act. 3.3; p. 235, Unidad 4, Act. 4; p. 252, Unidad 4, Act. 18; p. 252, Unidad 4, Act. 19; p. 254, Unidad 4, Act. 20.4; p. 254, Unidad 4, Act. 21; p. 257, Unidad 4, Act. 25; p. 277, Unidad 4, Act. 41; p. 285, Unidad 4, Act. 46; p. 294, Unidad 4, Act. 52.3; p. 294, Unidad 4, Act. 53; p. 297, Unidad 4, Act. 56; p. 307, Unidad 5, Act. 2; p. 311, Unidad 5, Act. 7; p. 328, Unidad 5, Act. 23.3; p. 328, Unidad 5, Act. 24; p. 368, Unidad 5, Act. 61; p. 407, Unidad 6, Act. 27 TE/Learning Site: p. 8, Unidad 1, Paso 5 Teaching Tip; p. 232, Unidad 4, Strategies for Differentiation: Scaffold; p. 235, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners

Florida Correlations

Standard: Communities		
<i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	SE/Learning Site: p. 149, Unidad 2, Act. 68.3; p. 297, Unidad 4, Act. 55.2, 55.3; p. 346, Unidad 5, Act. 38.1; p. 371, Unidad 5, Act. 63.4; p. 444, Unidad 6, Act. 62.1 TE/Learning Site: p. 300, Unidad 4, Stem-Changing Verbs: e --> ie Teaching Tip; p. 302, Unidad 4, Strategies for Differentiation: Differentiate; p. 303, Unidad 4, Strategies for Differentiation: AP® Strategies
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	SE/Learning Site: p. 28, Unidad 1, Act. 23.3; p. 149, Unidad 2, Act. 68.3; p. 275, Unidad 4, Act. 38.2; p. 350, Unidad 5, Act. 41.3; p. 371, Unidad 5, Act. 63.4; p. 444, Unidad 6, Act. 62.1 TE/Learning Site: p. 48, Unidad 1, Paso 42 Teaching Tip; p. 76, Unidad 1, Strategies for Differentiation: Challenge; p. 154, Unidad 2, Strategies for Differentiation: Challenge; p. 180, Unidad 3, Paso 20 Teaching Tip; p. 300, Unidad 4, Stem-Changing Verbs: e-->ie Teaching Tip; p. 302, Unidad 4, Strategies for Differentiation: Differentiate; p. 303, Unidad 4, Strategies for Differentiation: AP® Strategies; p. 426, Unidad 6, Strategies for Differentiation: Differentiate; p. 449, Unidad 6, Strategies for Differentiation: AP® Strategies
Standard: Interpretive Listening		
<i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.1.1	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.	SE/Learning Site: p. 7, Unidad 1, Act. 3.2, 3.3; p. 15, Unidad 1, Act. 11.1; p. 18, Unidad 1, Act. 15; p. 29, Unidad 1, Act. 25.1; p. 64, Unidad 1, Act. 56.1; p. 67, Unidad 1, Act. 59.2; p. 68, Unidad 1, Act. 59.3; p. 95, Unidad 2, Act. 16; p. 161, Unidad 3, Act. 3.3; p. 198, Unidad 3, Act. 37.3; p. 234, Unidad 4, Act. 3.2 Assessment Mid-Term (Learning Site): Unit 1 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 1.3 TE/Learning Site: p. 10, Unidad 1, Así se dice 1 Teaching Tip; p. 11, Unidad 1, Así se dice 1 Teaching Tip; p. 60, Unidad 1, Strategies for Differentiation: Scaffold, Differentiate; p. 108, Unidad 2, Así se dice 2 Teaching Tip; p. 239, Unidad 4, Así se dice 1 Teaching Tip; p. 401, Unidad 6, Strategies for Differentiation: Supporting Heritage Learners Nualang (Learning Site): Unidad 1, Comunicación 2, Roleplay; Unidad 1, Comunicación 3, Roleplay; Unidad 3, Comunicación 1, Roleplay

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WL.K12.NM.1.2	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.	SE/Learning Site: p. 7, Unidad 1, Act. 3.3; p. 12, Unidad 1, Act. 8.1, 8.2; p. 27, Unidad 1, Act. 23.1, 23.2; p. 60, Unidad 1, Act. 53; p. 68, Unidad 1, Act. 59.3; p. 83, Unidad 2, Act. 3.2; p. 89, Unidad 2, Act. 11; p. 136, Unidad 2, Act. 56; p. 137, Unidad 2, Act. 58; p. 138, Unidad 2, Act. 60.1; p. 146, Unidad 2, Act. 65.2; p. 161, Unidad 3, Act. 3.2; p. 192, Unidad 3, Observa 2; p. 192, Unidad 3, Act. 31; p. 207, Unidad 3, Act. 45.1; p. 212, Unidad 3, Observa 3; p. 212, Unidad 3, Act. 48; p. 213, Unidad 3, Act. 49.2; p. 246, Unidad 4, Act. 13; p. 251, Unidad 4, Act. 17.3; p. 253, Unidad 4, Act. 20.2; p. 260, Unidad 4, Act. 27.1 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.1; p. 69, Unidad 1, Act. 61.1; p. 105, Unidad 2, Act. 24.1; p. 147, Unidad 2, Act. 67.1; p. 181, Unidad 3, Act. 21.1; p. 221, Unidad 3, Act. 56.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpretive Assessment; p. 151, Unidad 2, Interpretive Assessment Assessment Mid-Term (Learning Site): Unit 2 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 1.3; p. LCS10, Lección 3, Act 1.1 Nualang (Learning Site): Unidad 1, Comunicación 1, Roleplay; Unidad 1, Comunicación 3, Roleplay; Unidad 2, Comunicación 1, Roleplay; Unidad 2, Comunicación 2, Roleplay; Unidad 2, Comunicación 3, Roleplay; Unidad 3, Comunicación 1, Roleplay; Unidad 3, Comunicación 2, Roleplay; Unidad 3, Comunicación 3, Roleplay
WL.K12.NM.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	SE/Learning Site: p. 27, Unidad 1, Act. 23.1, 23.2; p. 36, Unidad 1, Act. 32.1; p. 45, Unidad 1, Act. 39.2; p. 54, Unidad 1, Act. 48.1, 48.2; p. 58, Unidad 1, Act. 52.1; p. 67, Unidad 1, Act. 59.2; p. 68, Unidad 1, Act. 59.3; p. 89, Unidad 2, Act. 11; p. 105, Unidad 2, Act. 24.1; p. 110, Unidad 2, Act. 30.1; p. 111, Unidad 2, Act. 32.1; p. 168, Unidad 3, Act. 11.1; p. 186, Unidad 3, Act. 26.1; p. 189, Unidad 3, Act. 29.1; p. 193, Unidad 3, Act. 33.2; p. 207, Unidad 3, Act. 45.1; p. 210, Unidad 3, Act. 47.1; p. 213, Unidad 3, Act. 49.2; p. 220, Unidad 3, Act. 54.2, 54.3 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.1; p. 69, Unidad 1, Act. 61.1; p. 105, Unidad 2, Act. 24.1; p. 147, Unidad 2, Act. 67.1; p. 181, Unidad 3, Act. 21.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpretive Assessment Nualang (Learning Site): Unidad 1, Comunicación 3, Roleplay; Unidad 2, Comunicación 1, Roleplay; Unidad 2, Comunicación 3, Roleplay; Unidad 3, Comunicación 2, Roleplay; Unidad 3, Comunicación 3, Roleplay

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WL.K12.NM.1.4	Demonstrate understanding of simple information supported by visuals through a variety of media.	SE/Learning Site: p. 7, Unidad 1, Act. 3.3; p. 16, Unidad 1, Act. 12.2, 12.3; p. 27, Unidad 1, Act. 23.1, 23.2; p. 36, Unidad 1, Act. 32.1; p. 39, Unidad 1, Act. 34.2; p. 45, Unidad 1, Act. 39.2; p. 48, Unidad 1, Act. 41.2; p. 68, Unidad 1, Act. 59.3; p. 71, Unidad 1, Act. 63.3; p. 83, Unidad 2, Act. 3.2; p. 94, Unidad 2, Act. 14; p. 103, Unidad 2, Act. 22.2; p. 116, Unidad 2, Act. 35; p. 125, Unidad 2, Act. 44.2; p. 126, Unidad 2, Act. 44.3; p. 132, Unidad 2, Act. 51; p. 136, Unidad 2, Act. 56; p. 138, Unidad 2, Act. 60.1; p. 161, Unidad 3, Act. 3.2, 3.3; p. 166, Unidad 3, Act. 8.1; p. 172, Unidad 3, Act. 14; p. 173, Unidad 3, Act. 15.2; p. 180, Unidad 3, Act. 19.2; p. 185, Unidad 3, Act. 25; p. 187, Unidad 3, Act. 27.1, 27.2; p. 199, Unidad 3, Act. 38.2; p. 204, Unidad 3, Así se dice 3; p. 205, Unidad 3, Act. 43; p. 251, Unidad 4, Act. 17.3 TE/Learning Site: p. 86, Unidad 2, Así se dice 1 Teaching Tip
WL.K12.NM.1.5	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.	SE/Learning Site: p. 64, Unidad 1, Act. 56.1; p. 142, Unidad 2, Act. 63.1, 63.2, 63.3, 63.4; p. 176, Unidad 3, Act. 17.2; p. 270, Unidad 4, Act. 35.1 TE/Learning Site: p. 301, Unidad 4, Gustar and encantar Teaching Tip
WL.K12.NM.1.6	Follow short, simple directions.	SE/Learning Site: p. 12, Unidad 1, Act. 8.1; p. 54, Unidad 1, Act. 48.1, 48.2; p. 251, Unidad 4, Act. 17.3 TE/Learning Site: p. 33, Unidad 1, Así se dice 2 Teaching Tip; p. 46, Unidad 1, Strategies for Differentiation: Challenge; p. 165, Unidad 3, Strategies for Differentiation: AP® Strategies; p. 172, Unidad 3, Observa 1 Teaching Tip; p. 176, Unidad 3, Paso 17.2 Teaching Tip; p. 186, Unidad 3, Strategies for Differentiation: Challenge; p. 193, Unidad 3, Paso 33.2 Teaching Tip; p. 196, Unidad 3, Strategies for Differentiation: Scaffold; p. 246, Unidad 4, Observa 1 Teaching Tip; p. 273, Unidad 4, Paso 36.1 Teaching Tip; p. 340, Unidad 5, Strategies for Differentiation: Differentiate

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Standard: Interpretative Reading		
<i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.2.1	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	SE/Learning Site: p. 5, Unidad 1, Act. 1.1, 1.2; p. 6, Unidad 1, Act. 3.1; p. 7, Unidad 1, Act. 3.3; p. 11, Unidad 1, Act. 7; p. 13, Unidad 1, Act. 9.1; p. 14, Unidad 1, Act. 10.1, 10.2, 10.3; p. 16, Unidad 1, Act. 12.1, 12.2; p. 17, Unidad 1, Act. 14.1; p. 18, Unidad 1, Act. 15; p. 19, Unidad 1, Act. 16; p. 20, Unidad 1, Act. 17.2, 17.3; p. 21, Unidad 1, Act. 18.1, 18.2; p. 22, Unidad 1, Act. 20.1; p. 24, Unidad 1, Act. 21.1; p. 26, Unidad 1, Act. 22.1; p. 27, Unidad 1, Act. 23.1; p. 30, Unidad 1, Act. 26; p. 33, Unidad 1, Act. 29; p. 35, Unidad 1, Act. 31.1, 31.2; p. 37, Unidad 1, Act. 32.2; p. 38, Unidad 1, Act. 33.1, 33.2; p. 39, Unidad 1, Act. 34.1; p. 40, Unidad 1, Act. 35; p. 41, Unidad 1, Act. 36; p. 42, Unidad 1, Act. 37.1; p. 43, Unidad 1, Act. 38.1; p. 45, Unidad 1, Act. 39.1; p. 46, Unidad 1, Act. 40.1; p. 47, Unidad 1, Act. 41.1; p. 53, Unidad 1, Act. 47; p. 55, Unidad 1, Act. 49.1; p. 59, Unidad 1, Act. 52.2; p. 60, Unidad 1, Act. 53; p. 61, Unidad 1, Act. 54.1; p. 62, Unidad 1, Act. 55.1; p. 63, Unidad 1, Act. 55.2; p. 64, Unidad 1, Act. 56.1; p. 65, Unidad 1, Act. 56.2, 56.3; p. 67, Unidad 1, Act. 59.1; p. 68, Unidad 1, Act. 59.3; p. 70, Unidad 1, Act. 62; p. 71, Unidad 1, Act. 63.3; p. 81, Unidad 2, Act. 1.1, 1.2; p. 82, Unidad 2, Act. 3.1; p. 83, Unidad 2, Act. 3.3; p. 84, Unidad 2, Act. 5; p. 87, Unidad 2, Act. 8; p. 88, Unidad 2, Act. 9.1; p. 90, Unidad 2, Act. 12.1; p. 91, Unidad 2, Act. 12.2; p. 92, Unidad 2, Act. 13.1; p. 93, Unidad 2, Act. 13.2; p. 94, Unidad 2, Act. 14; p. 95, Unidad 2, Act. 15; p. 96, Unidad 2, Act. 17.1; p. 98, Unidad 2, Act. 18.1; p. 99, Unidad 2, Act. 19.1; p. 100, Unidad 2, Act. 20.1; p. 103, Unidad 2, Act. 22.1; p. 106, Unidad 2, Act. 25; p. 109, Unidad 2, Act. 28; p. 110, Unidad 2, Act. 29.1; p. 112, Unidad 2, Act. 33.1; p. 114, Unidad 2, Act. 34.1; p. 116, Unidad 2, Act. 35; p. 117, Unidad 2, Act. 36.1; p. 119, Unidad 2, Act. 37.1; p. 120, Unidad 2, Act. 39.1; p. 121, Unidad 2, Act. 40.1; p. 123, Unidad 2, Act. 41.1; p. 124, Unidad 2, Act. 43.1; p. 125, Unidad 2, Act. 44.1; p. 128, Unidad 2, Act. 47; p. 131, Unidad 2, Act. 50; p. 133, Unidad 2, Act. 54.1; p. 134, Unidad 2, Act. 55.1; p. 135, Unidad 2, Act. 55.2; p. 136, Unidad 2, Act. 56; p. 137, Unidad 2, Act. 57.1; p. 138, Unidad 2, Act. 59; p. 140, Unidad 2, Act. 61.1; p. 142, Unidad 2, Act. 63.1, 63.2, 63.3, 63.4; p. 144, Unidad 2, Act. 64.1; p. 145, Unidad 2, Act. 65.1; p. 148, Unidad 2, Act. 68.1; p. 159, Unidad 3, Act. 1.1, 1.2; p. 160, Unidad 3, Act. 3.1; p. 162, Unidad 3, Act. 5; p. 165, Unidad 3, Act. 7; p. 166, Unidad 3, Act. 8.2; p. 169, Unidad 3, Act. 12.1, 12.2; p. 171, Unidad 3, Act. 13.1; p. 172, Unidad 3, Act. 14; p. 173, Unidad 3, Act. 15.1; p. 176, Unidad 3, Act. 17.2, 17.3; p. 178, Unidad 3, Act. 18; p. 179, Unidad 3, Act. 19.1; p. 182, Unidad 3, Act. 22; p. 185, Unidad 3, Act. 25; p. 187, Unidad 3, Act. 28.1; p. 188, Unidad 3, Act. 28.2; p. 191, Unidad 3, Act. 30.1; p. 192, Unidad 3, Act. 31; p. 193, Unidad 3, Act. 32; p. 193, Unidad 3, Act. 33.1, 33.2; p. 196, Unidad 3, Act. 36.1; p. 199, Unidad 3, Act. 38.1; p. 201, Unidad 3, Act. 40.1; p. 202, Unidad 3, Act. 41; p. 205, Unidad 3, Act. 43; p. 208, Unidad 3, Act. 46.1; p. 212, Unidad 3, Act. 48; p. 213, Unidad 3, Act. 49.1; p. 216, Unidad 3, Act. 52.1; p. 222, Unidad 3, Act. 57.2; p. 233, Unidad 4, Act. 1.1; p. 234, Unidad 4, Act. 3.1; p. 235, Unidad 4, Act. 3.4; p. 236, Unidad 4, Act. 5; p. 239, Unidad 4, Act. 7; p. 240, Unidad 4, Act. 8; p. 241, Unidad 4, Act. 9.1; p. 244, Unidad 4, Act. 12.1; p. 250, Unidad 4, Act. 17.1; p. 251, Unidad 4, Act. 17.2; p. 256, Unidad 4, Act. 23; p. 259, Unidad 4, Act. 26.1; p. 262, Unidad 4, Act. 28.1; p. 267, Unidad 4, Act. 31.2; p. 313, Unidad 5, Act. 8; p. 308, Unidad 5, Act. 3.1; p. 333, Unidad 5, Act. 28; p. 355, Unidad 5, Act. 47; p. 356, Unidad 5, Act. 48; p. 365, Unidad 5, Act. 58.1; p. 366, Unidad 5, Act. 59.1; p. 383, Unidad 6, Act. 3.4; p. 387, Unidad 6, Act. 8; p. 419, Unidad 6, Act. 38.1; p. 421, Unidad 6, Act. 39.1; p. 430, Unidad 6, Act. 47.1 Assessment Formative (En camino) SE/Learning Site: p. 49, Unidad 1, Act. 43.1; p. 127, Unidad 2, Act. 46.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 225, Unidad 3, Interpretive Assessment Assessment Mid-Term (Learning Site): Unit 3 Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS4, Lección 1, Act. 1.1; p. LCS6, Lección 2, Act. 1.1 Nualang (Learning Site): Unidad 1, Comunicación 3, Roleplay; Unidad 3, Comunicación 1, Roleplay; Unidad 3, Comunicación 2, Roleplay

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WL.K12.NM.2.2	Demonstrate understanding of short, simple literary stories.	SE/Learning Site: p. 64, Unidad 1, Act. 56.1; p. 65, Unidad 1, Act. 56.2, 56.3, 56.4; p. 142, Unidad 2, Act. 63.2, 63.3, 63.4; p. 270, Unidad 4, Act. 35.1; p. 333, Unidad 5, Act. 28; p. 367, Unidad 5, Act. 60.1; p. 400, Unidad 6, Act. 20.2, 20.3
WL.K12.NM.2.3	Demonstrate understanding of simple written announcements with prompting and support.	SE/Learning Site: p. 43, Unidad 1, Act. 38.1; p. 55, Unidad 1, Act. 49.1; p. 62, Unidad 1, Act. 55.1; p. 63, Unidad 1, Act. 55.2; p. 66, Unidad 1, Act. 58.2; p. 70, Unidad 1, Act. 62; p. 92, Unidad 2, Act. 13.1; p. 93, Unidad 2, Act. 13.2; p. 135, Unidad 2, Act. 55.2; p. 148, Unidad 2, Act. 68.1; p. 189, Unidad 3, Act. 29.2
WL.K12.NM.2.4	Recognize words and phrases when used in context on familiar topics.	SE/Learning Site: p. 43, Unidad 1, Act. 38.1; p. 60, Unidad 1, Act. 53; p. 62, Unidad 1, Act. 55.1; p. 63, Unidad 1, Act. 55.2; p. 68, Unidad 1, Act. 59.3; p. 70, Unidad 1, Act. 62; p. 92, Unidad 2, Act. 13.1; p. 132, Unidad 2, Act. 52; p. 132, Unidad 2, Act. 53; p. 169, Unidad 3, Act. 12.2; p. 191, Unidad 3, Act. 30.1; p. 196, Unidad 3, Act. 36.1; p. 206, Unidad 3, Act. 44.1; p. 214, Unidad 3, Act. 50.1; p. 246, Unidad 4, Act. 13; p. 251, Unidad 4, Act. 17.2; p. 259, Unidad 4, Act. 26.1; p. 266, Unidad 4, Act. 30; p. 270, Unidad 4, Act. 35.2; p. 281, Unidad 4, Act. 44.2; p. 286, Unidad 4, Act. 47; p. 287, Unidad 5, Act. 48.1, 48.2; p. 314, Unidad 5, Act. 9.1; p. 320, Unidad 5, Act. 16; p. 321, Unidad 5, Act. 17; p. 340, Unidad 5, Act. 33; p. 355, Unidad 5, Act. 47; p. 362, Unidad 5, Act. 55.1; p. 387, Unidad 6, Act. 8; p. 394, Unidad 6, Act. 14; p. 414, Unidad 6, Act. 33; p. 434, Unidad 6, Act. 51 Assessment Formative (En camino) SE/Learning Site: p. 49, Unidad 1, Act. 43.1; p. 201, Unidad 3, Act. 40.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 225, Unidad 3, Interpretive Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS22, Lección 6, Act. 1.1 TE/Learning Site: p. 2, Unidad 1, Using the Photo Teaching Tip; p. 71, Unidad 1, Paso 63.3 Teaching Tip Nualang (Learning Site): Unidad 1, Comunicación 1, Roleplay; Unidad 1, Comunicación 2, Roleplay; Unidad 1, Comunicación 3, Roleplay; Unidad 2, Comunicación 1, Roleplay; Unidad 2, Comunicación 2, Roleplay; Unidad 2, Comunicación 3, Roleplay; Unidad 3, Comunicación 1, Roleplay; Unidad 3, Comunicación 2, Roleplay; Unidad 3, Comunicación 3, Roleplay

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Standard: Interpersonal Communication		
<i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.3.1	Introduce self and others using basic, culturally-appropriate greetings.	SE/Learning Site: p. 13, Unidad 1, Act. 8.3; p. 15, Unidad 1, Act. 11.2; p. 23, Unidad 1, Act. 20.3; p. 25, Unidad 1, Act. 21.2, 21.3; p. 28, Unidad 1, Act. 23.3; p. 29, Unidad 1, Act. 25.2; p. 42, Unidad 1, Act. 37.2; p. 99, Unidad 2, Act. 19.2; p. 111, Unidad 2, Act. 31.2; p. 113, Unidad 2, Act. 33.2; p. 115, Unidad 2, Act. 34.2; p. 117, Unidad 2, Act. 36.2; p. 119, Unidad 2, Act. 37.2; p. 120, Unidad 2, Act. 39.2; p. 121, Unidad 2, Act. 40.2; p. 171, Unidad 3, Act. 13.2 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 59, Unidad 1, Act. 61.2; p. 181, Unidad 3, Act. 21.2; p. 201, Unidad 3, Act. 40.3; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment; p. 225, Unidad 3, Interpersonal Assessment Assessment Mid-Term (Learning Site): Unit 1 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 1.3 TE/Learning Site: p. 168, Unidad 3, Strategies for Differentiation: Scaffold Nualang (Learning Site): Unidad 1, Comunicación 1, Chatbot; Unidad 1, Comunicación 2, Chatbot; Unidad 1, Comunicación 3, Chatbot

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WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.	SE/Learning Site: p. 13, Unidad 1, Act. 8.3; p. 15, Unidad 1, Act. 11.2; p. 17, Unidad 1, Act. 14.3; p. 23, Unidad 1, Act. 20.3; p. 34, Unidad 1, Act. 30.2; p. 42, Unidad 1, Act. 37.2; p. 43, Unidad 1, Act. 38.2; p. 45, Unidad 1, Act. 39.3; p. 46, Unidad 1, Act. 40.2; p. 55, Unidad 1, Act. 49.2; p. 81, Unidad 2, Act. 1.1; p. 88, Unidad 2, Act. 9.2; p. 121, Unidad 2, Act. 40.2; p. 135, Unidad 2, Act. 55.3; p. 139, Unidad 2, Act. 60.2; p. 140, Unidad 2, Act. 61.2; p. 141, Unidad 2, Act. 62.3; p. 159, Unidad 3, Act. 1.2; p. 171, Unidad 3, Act. 13.2; p. 178, Unidad 3, Act. 18; p. 180, Unidad 3, Act. 19.3; p. 194, Unidad 3, Act. 34; p. 197, Unidad 3, Act. 36.2; p. 200, Unidad 3, Act. 38.4; p. 218, Unidad 3, Act. 53.2; p. 223, Unidad 3, Act. 57.3; p. 236, Unidad 4, Act. 5 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 69, Unidad 1, Act. 61.2; p. 201, Unidad 3, Act. 40.3; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment; p. 225, Unidad 3, Interpersonal Assessment Assessment Mid-Term (Learning Site): Unit 2 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 1.3; p. LCS12, Lección 3, Act. 1.3 Nualang (Learning Site): Unidad 1, Comunicación 2, Chatbot; Unidad 1, Comunicación 3, Chatbot; Unidad 2, Comunicación 1, Chatbot; Unidad 2, Comunicación 2, Chatbot; Unidad 3, Comunicación 3, Chatbot; Unidad 3, Comunicación 1, Chatbot; Unidad 3, Comunicación 2, Chatbot; Unidad 3, Comunicación 2, Chatbot
WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.	SE/Learning Site: p. 37, Unidad 1, Act. 32.3; p. 45, Unidad 1, Act. 39.3; p. 55, Unidad 1, Act. 49.2; p. 57, Unidad 1, Act. 50.2; p. 61, Unidad 1, Act. 54.2, 54.3; p. 93, Unidad 2, Act. 13.3; p. 99, Unidad 2, Act. 19.2; p. 101, Unidad 2, Act. 20.2; p. 120, Unidad 2, Act. 39.2; p. 133, Unidad 2, Act. 54.2; p. 144, Unidad 2, Act. 64.2; p. 146, Unidad 2, Act. 65.4; p. 149, Unidad 2, Act. 68.3; p. 178, Unidad 3, Act. 18; p. 210, Unidad 3, Act. 46.3; p. 211, Unidad 3, Act. 47.3; p. 218, Unidad 3, Act. 53.2; p. 223, Unidad 3, Act. 57.3 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 69, Unidad 1, Act. 61.2; p. 147, Unidad 2, Act. 67.2; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment; p. 225, Unidad 3, Interpersonal Assessment Assessment Mid-Term (Learning Site): Unit 2 Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS7, Lección 2, Act. 1.2; p. LCS12, Lección 3, Act. 1.3 TE/Learning Site: p. 37, Unidad 1, Strategies for Differentiation: Supporting Heritage Learners Nualang (Learning Site): Unidad 1, Comunicación 3, Chatbot; Unidad 3, Comunicación 2, Chatbot; Unidad 3, Comunicación 3, Chatbot

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WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.	SE/Learning Site: p. 13, Unidad 1, Act. 8.3; p. 13, Unidad 1, Act. 9.2; p. 15, Unidad 1, Act. 11.2; p. 34, Unidad 1, Act. 30.2; p. 46, Unidad 1, Act. 40.2; p. 55, Unidad 1, Act. 49.2; p. 57, Unidad 1, Act. 50.2; p. 88, Unidad 2, Act. 9.2; p. 97, Unidad 2, Act. 17.2; p. 111, Unidad 2, Act. 31.2; p. 113, Unidad 2, Act. 33.2; p. 117, Unidad 2, Act. 36.2; p. 137, Unidad 2, Act. 57.2; p. 139, Unidad 2, Act. 60.2; p. 159, Unidad 3, Act. 2; p. 167, Unidad 3, Act. 10.2; p. 171, Unidad 3, Act. 13.2; p. 178, Unidad 3, Act. 18; p. 218, Unidad 3, Act. 53.2 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 69, Unidad 1, Act. 61.2; p. 105, Unidad 2, Act. 24.3; p. 127, Unidad 2, Act. 46.2; p. 147, Unidad 2, Act. 67.2; p. 181, Unidad 3, Act. 21.2; p. 201, Unidad 3, Act. 40.3; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment; p. 151, Unidad 2, Interpersonal Assessment Assessment Mid-Term (Learning Site): Unit 3 Interpersonal Assessment Nualang (Learning Site): Unidad 1, Comunicación 3, Chatbot; Unidad 2, Comunicación 1, Chatbot; Unidad 2, Comunicación 2, Chatbot; Unidad 2, Comunicación 3, Chatbot; Unidad 3, Comunicación 1, Chatbot; Unidad 3, Comunicación 2, Chatbot; Unidad 3, Comunicación 3, Chatbot
WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.	SE/Learning Site: p. 13, Unidad 1, Act. 8.3; p. 13, Unidad 1, Act. 9.2; p. 15, Unidad 1, Act. 11.2; p. 36, Unidad 1, Act. 32.3; p. 115, Unidad 2, Act. 34.2; p. 122, Unidad 2, Act. 41.2; p. 123, Unidad 2, Act. 41.2; p. 135, Unidad 2, Act. 55.3; p. 171, Unidad 3, Act. 13.2; p. 195, Unidad 3, Act. 35.2; p. 197, Unidad 3, Act. 36.2; p. 211, Unidad 3, Act. 47.3; p. 218, Unidad 3, Act. 53.2 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 69, Unidad 1, Act. 61.2; p. 127, Unidad 2, Act. 46.2; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1 Interpersonal Assessment Spanish for Life and Career Success SE/Learnign Site: p. LCS21, Lección 5, Act. 3 TE/Learning Site: p. 108, Unidad 2, Así se dice Teaching Tip; p. 109, Unidad 2, Culture Note Nualang (Learning Site): Unidad 2, Comunicación 2, Chatbot; Unidad 3, Comunicación 1, Chatbot
WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	SE/Learning Site: p. 20, Unidad 1, Act. 17.3; p. 26, Unidad 1, Act. 22.1, 22.2; p. 81, Unidad 2, Act. 1.1 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1 Interpersonal Assessment TE/Learning Site: p. 10, Unidad 1, Así se dice 1 Teaching Tip; p. 18, Unidad 1, Strategies for Differentiation: Differentiate; p. 26, Unidad 1, Strategies for Differentiation: Differentiate; p. 64, Strategies for Differentiation: Scaffold

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WL.K12.NM.3.7	Understand and respond appropriately to simple directions.	SE/Learning Site: p. 15, Unidad 1, Act. 11.2; p. 17, Unidad 1, Act. 14.3; p. 23, Unidad 1, Act. 20.3; p. 43, Unidad 1, Act. 38.2; p. 97, Unidad 2, Act. 17.2; p. 121, Unidad 2, Act. 40.2; p. 135, Unidad 2, Act. 55.3; p. 198, Unidad 3, Act. 37.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1 Interpersonal Assessment TE/Learning Site: p. 33, Unidad 1, Así se dice 2 Teaching Tip; p. 46, Unidad 1, Strategies for Differentiation: Challenge; p. 78, Unidad 2, Using the Photo/Title Teaching Tips; p. 172, Unidad 3, Observa 1 Teaching Tip Nualang (Learning Site): Unidad 1, Comunicación 1, Chatbot; Unidad 1, Comunicación 2, Chatbot; Unidad 1, Comunicación 3, Chatbot; Unidad 2, Comunicación 1, Chatbot; Unidad 2, Comunicación 2, Chatbot; Unidad 2, Comunicación 3, Chatbot; Unidad 3, Comunicación 1, Chatbot; Unidad 3, Comunicación 2, Chatbot; Unidad 3, Comunicación 3, Chatbot
WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	SE/Learning Site: p. 34, Unidad 1, Act. 30.2; p. 37, Unidad 1, Act. 32.3; p. 43, Unidad 1, Act. 38.2; p. 61, Unidad 1, Act. 54.1; p. 99, p. 171, Unidad 3, Act. 13.2; p. 236, Unidad 4, Act. 5; p. 263, Unidad 4, Act. 28.3 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.2; p. 49, Unidad 1, Act. 43.2; p. 69, Unidad 1, Act. 61.2; p. 181, Unidad 3, Act. 21.2; p. 201, Unidad 3, Act. 40.3; p. 221, Unidad 3, Act. 56.3 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment; p. 151, Unidad 3, Interpersonal Assessment Nualang (Learning Site): Unidad 1, Comunicación 3, Chatbot; Unidad 2, Comunicación 1, Chatbot; Unidad 3, Comunicación 1, Chatbot; Unidad 3, Comunicación 3, Chatbot
Standard: Presentational Speaking		
<i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	SE/Learning Site: p. 22, Unidad 1, Act. 20.2; p. 26, Unidad 1, Act. 22.2; p. 57, Unidad 1, Act. 51.2; p. 65, Unidad 1, Act. 57.3; p. 68, Unidad 1, Act. 59.4; p. 141, Unidad 2, Act. 62.3; p. 144, Unidad 2, Act. 64.3; p. 186, Unidad 3, Act. 26.3; p. 194, Unidad 3, Act. 33.3 Assessment Formative (En camino) SE/Learning Site: p. 201, Unidad 3, Act. 40.2 Assessment Mid-Term (Learning Site): Unit 3 Presentational Assessment
WL.K12.NM.4.2	Present personal information about self and others.	SE/Learning Site: p. 57, Unidad 1, Act. 51.2; p. 65, Unidad 1, Act. 57.3; p. 68, Unidad 1, Act. 59.4; p. 124, Unidad 2, Act. 43.3; p. 139, Unidad 2, Act. 60.3; p. 140, Unidad 2, Act. 61.4; p. 168, Unidad 3, Act. 11.3; p. 206, Unidad 3, Act. 44.3; p. 215, Unidad 3, Act. 51.1

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WL.K12.NM.4.3	Express likes and dislikes.	SE/Learning Site: p. 57, Unidad 1, Act. 51.2; p. 59, Unidad 1, Act. 52.3; p. 65, Unidad 1, Act. 57.3; p. 68, Unidad 1, Act. 59.4; p. 144, Unidad 2, Act. 64.3; p. 208, Unidad 3, Act. 45.3; p. 270, Unidad 4, Act. 24.3 TE/Learning Site: p. 238, Unidad 4, Así se dice 1 Teaching Tip; p. 239, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners
WL.K12.NM.4.4	Provide an account of daily activities.	SE/Learning Site: p. 65, Unidad 1, Act. 57.3; p. 68, Unidad 1, Act. 59.4; p. 124, Unidad 2, Act. 43.3; p. 139, Unidad 2, Act. 60.3; p. 140, Unidad 2, Act. 61.4; p. 147, Unidad 2, Act. 67.3; p. 206, Unidad 3, Act. 44.3; p. 208, Unidad 3, Act. 45.3 Assessment Formative (En camino) SE/Learning Site: p. 147, Unidad 3, Act. 67.3 Assessment Mid-Term (Learning Site): Unit 3 Presentational Assessment
WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	SE/Learning Site: p. 59, Unidad 1, Act. 52.3; p. 216, Unidad 3, Act. 51.3; p. 282, Unidad 4, Act. 44.3 TE/Learning Site: p. 20, Unidad 1, Strategies for Differentiation: Differentiate; p. 263, Unidad 4, Strategies for Differentiation: AP® Strategies
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	SE/Learning Site: p. 65, Unidad 1, Act. 57.3; p. 102, Unidad 2, Act. 21; p. 104, Unidad 2, Act. 22.3; p. 121, Unidad 2, Act. 40.3; p. 135, Unidad 2, Act. 55.4; p. 141, Unidad 2, Act. 62.2; p. 198, Unidad 3, Act. 37.2; p. 294, Unidad 4, Act. 52.3 Assessment Formative (En camino) SE/Learning Site: p. 201, Unidad 3, Act. 40.2 Spanish for Life and Career Success SE/Learning Site: p. LCS12, Lección 3, Act. 1.4 TE/Learning Site: p. 57, Unidad 1, Paso 51.2; p. 66, Unidad 1, Paso 58.2 Teaching Tip; p. 71, Unidad 1, Paso 63.2 Teaching Tip; p. 235, Unidad 4, Paso 3.4 Teaching Tip

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Standard: Presentational Writing		
<i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	SE/Learning Site: p. 7, Unidad 1, Act. 3.4; p. 29, Unidad 1, Act. 25.3; p. 34, Unidad 1, Act. 30.3; p. 43, Unidad 1, Act. 38.3; p. 45, Unidad 1, Act. 39.4; p. 46, Unidad 1, Act. 40.3; p. 65, Unidad 1, Act. 57.1, 57.2; p. 66, Unidad 1, Act. 58.2; p. 71, Unidad 1, Act. 63.2; p. 89, Unidad 2, Act. 10; p. 91, Unidad 2, Act. 12.3; p. 93, Unidad 2, Act. 13.4; p. 97, Unidad 2, Act. 17.3; p. 101, Unidad 2, Act. 20.3; p. 111, Unidad 2, Act. 31.1; p. 111, Unidad 2, Act. 32.2; p. 123, Unidad 2, Act. 41.3; p. 133, Unidad 2, Act. 54.3; p. 145, Unidad 2, Act. 65.1; p. 159, Unidad 3, Act. 1.1; p. 161, Unidad 3, Act. 3.4; p. 167, Unidad 3, Act. 10.1, 10.3; p. 170, Unidad 3, Act. 12.3; p. 174, Unidad 3, Act. 16.1, 16.2; p. 175, Unidad 3, Act. 16.3; p. 186, Unidad 3, Act. 26.2; p. 189, Unidad 3, Act. 29.3; p. 191, Unidad 3, Act. 30.3; p. 195, Unidad 3, Act. 35.1, 35.3; p. 197, Unidad 3, Act. 36.3; p. 198, Unidad 3, Act. 37.4; p. 200, Unidad 3, Act. 38.4; p. 207, Unidad 3, Act. 45.2; p. 218, Unidad 3, Act. 53.1; p. 219, Unidad 3, Act. 54.1; p. 220, Unidad 3, Act. 54.3; p. 222, Unidad 3, Act. 57.1; p. 233, Unidad 4, Act. 1.2; p. 241, Unidad 4, Act. 9.1; p. 399, Unidad 6, Act. 19.1 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.3; p. 49, Unidad 1, Act. 43.3; p. 69, Unidad 1, Act. 61.3; p. 105, Unidad 2, Act. 24.2; p. 181, Unidad 3, Act. 21.3; p. 221, Unidad 3, Act. 56.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Presentational Assessment; p. 151, Unidad 2, Presentational Assessment; p. 225, Unidad 3, Presentational Assessment Assessment Mid-Term (Learning Site): Unit 1 Presentational Assessment; Unit 2 Presentational Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS4, Lección 1, Act. 1.2
WL.K12.NM.5.2	Fill out a simple form with basic information.	SE/Learning Site: p. 34, Unidad 1, Act. 30.1; p. 43, Unidad 1, Act. 38.1; p. 125, Unidad 2, Act. 44.1; p. 174, Unidad 3, Act. 16.1 Spanish for Life and Career Success SE/Learning Site: p. LCS8, Lección 2, Act. 1.3

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WL.K12.NM.5.3	Write simple sentences about self and/or others.	SE/Learning Site: p. 34, Unidad 1, Act. 30.3; p. 43, Unidad 1, Act. 38.3; p. 45, Unidad 1, Act. 39.4; p. 46, Unidad 1, Act. 40.3; p. 48, Unidad 1, Act. 41.3; p. 56, Unidad 1, Act. 50.1; p. 57, Unidad 1, Act. 51.1; p. 61, Unidad 1, Act. 54.3; p. 63, Unidad 1, Act. 55.3; p. 65, Unidad 1, Act. 57.1, 57.2; p. 81, Unidad 2, Act. 1.2; p. 83, Unidad 2, Act. 3.4; p. 101, Unidad 2, Act. 20.3; p. 104, Unidad 2, Act. 22.4; p. 110, Unidad 2, Act. 29.2; p. 110, Unidad 2, Act. 30.2; p. 113, Unidad 2, Act. 33.3; p. 115, Unidad 2, Act. 34.3; p. 120, Unidad 2, Act. 39.3; p. 123, Unidad 2, Act. 41.3; p. 126, Unidad 2, Act. 44.4; p. 137, Unidad 2, Act. 57.3; p. 140, Unidad 2, Act. 61.1, 61.3; p. 141, Unidad 2, Act. 62.1; p. 145, Unidad 2, Act. 65.1; p. 161, Unidad 3, Act. 3.4; p. 168, Unidad 3, Act. 11.2; p. 173, Unidad 3, Act. 15.3; p. 174, Unidad 3, Act. 16.2; p. 175, Unidad 3, Act. 16.3; p. 180, Unidad 3, Act. 19.4; p. 195, Unidad 3, Act. 35.1, 35.3; p. 206, Unidad 3, Act. 44.2; p. 207, Unidad 3, Act. 45.6; p. 209, Unidad 3, Act. 46.2; p. 210, Unidad 3, Act. 46.4; p. 215, Unidad 3, Act. 50.2; p. 216, Unidad 3, Act. 51.2; p. 217, Unidad 3, Act. 52.2; p. 218, Unidad 3, Act. 53.1; p. 220, Unidad 3, Act. 54.3; p. 235, Unidad 4, Act. 3.3 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.3; p. 49, Unidad 1, Act. 43.3; p. 69, Unidad 1, Act. 61.3; p. 127, Unidad 2, Act. 46.3; p. 181, Unidad 3, Act. 21.3; p. 105, Unidad 2, Act. 24.2; p. 221, Unidad 3, Act. 56.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Presentational Assessment; p. 225, Unidad 3, Presentational Assessment Assessment Mid-Term (Learning Site): Unit 1 Presentational Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS9, Lección 2, Act. 3; p. LCS13, Lección 3, Act. 3; p. LCS17, Lección 4, Act. 3 TE/Learning Site: p. 37, Unidad 1, Strategies for Differentiation: Communities
WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.	SE/Learning Site: p. 17, Unidad 1, Act. 14.2; p. 56, Unidad 1, Act. 50.1; p. 57, Unidad 1, Act. 51.1; p. 61, Unidad 1, Act. 54.3; p. 98, Unidad 2, Act. 18.2; p. 113, Unidad 2, Act. 33.3; p. 115, Unidad 2, Act. 34.3; p. 123, Unidad 2, Act. 41.3; p. 127, Unidad 2, Act. 46.3; p. 146, Unidad 2, Act. 65.3; p. 175, Unidad 3, Act. 16.3; p. 189, Unidad 3, Act. 29.3; p. 191, Unidad 3, Act. 30.3 p. 195, Unidad 3, Act. 35.1, 35.3 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.3; p. 49, Unidad 1, Act. 43.3; p. 69, Unidad 1, Act. 61.3; p. 105, Unidad 2, Act. 24.2; p. 221, Unidad 3, Act. 56.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Presentational Assessment Assessment Mid-Term (Learning Site): Unit 1 Presentational Assessment; Unit 2 Presentational Assessment

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WL.K12.NM.5.5	Write about previously acquired knowledge and experiences.	SE/Learning Site: p. 5, Unidad 1, Act. 1.1; p. 5, Unidad 1, Act. 2; p. 7, Unidad 1, Act. 4; p. 28, Unidad 1, Act. 24; p. 31, Unidad 1, Act. 28; p. 39, Unidad 1, Act. 34.3; p. 48, Unidad 1, Act. 41.2, 41.3; p. 51, Unidad 1, Act. 46; p. 83, Unidad 2, Act. 3.4; p. 88, Unidad 2, Act. 9.3; p. 98, Unidad 2, Act. 18.2; p. 117, Unidad 2, Act. 36.3; p. 119, Unidad 2, Act. 37.3; p. 233, Unidad 4, Act. 1.2 Assessment Formative (En camino) SE/Learning Site: p. 29, Unidad 1, Act. 25.3; p. 49, Unidad 1, Act. 43.3; p. 69, Unidad 1, Act. 61.3; p. 105, Unidad 2, Act. 24.2; p. 221, Unidad 3, Act. 56.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Presentational Assessment TE/Learning Site: p. 235, Unidad 4, Paso 4 Teaching Tip
WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.	SE/Learning Site: p. 170, Unidad 3, Act. 12.3; p. 198, Unidad 3, Act. 37.1; p. 200, Unidad 3, Act. 38.3, 38.4; p. 217, Unidad 3, Act. 52.2; p. 241, Unidad 4, Act. 9.1; p. 411, Unidad 6, Act. 30.2 TE/Learning Site: p. 33, Unidad 1, Paso 29 Teaching Tip; p. 60, Unidad 1, Strategies for Differentiation: Differentiate; p. 76, Unidad 1, Mi identidad Teaching Tip; p. 217, Unidad 3, Paso 52.2 Teaching Tip; p. 356, Unidad 5, Paso 48 Teaching Tip; p. 402, Unidad 6, Strategies for Differentiation: Differentiate
WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.	SE/Learning Site: p. 217, Unidad 3, Act. 52.2 TE/Learning Site: p. 33, Unidad 1, Paso 29 Teaching Tip; p. 155, Unidad 2, Strategies for Differentiation: Supporting Heritage Learners; p. 192, Unidad 3, Strategies for Differentiation: Differentiate; p. 193, Unidad 3, Paso 33.2 Teaching Tip; p. 209, Unidad 3, Strategies for Differentiation: AP® Strategies; p. 356, Unidad 5, Paso 48 Teaching Tip; p. 375, Unidad 5, Strategies for Differentiation: IB Strategies; p. 390, Unidad 6, Paso 11.3 Teaching Tip; p. 450, Unidad 6, Strategies for Differentiation: Differentiate
Standard: Culture		

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The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.).	SE/Learning Site: p. 5, Unidad 1, Act. 2; p. 8, Unidad 1, Act. 26; p. 9, Unidad 1, Act. 6.2; p. 17, Unidad 1, Act. 14.2, 14.3; p. 19, Unidad 1, Act. 16; p. 22, Unidad 1, Act. 20.1, 20.2; p. 23, Unidad 1, Act. 20.3; p. 24, Unidad 1, Act. 21.1; p. 28, Unidad 1, Act. 24; p. 30, Unidad 1, Act. 26; p. 45, Unidad 1, Act. 39.2; p. 48, Unidad 1, Act. 42; p. 50, Unidad 1, Act. 44; p. 51, Unidad 1, Act. 45.2; p. 85, Unidad 2, Act. 6.2; p. 107, Unidad 2, Act. 26.1, 26.2; p. 129, Unidad 2, Act. 48.2; p. 159, Unidad 3, Act. 2; p. 163, Unidad 3, Act. 6.2; p. 166, Unidad 3, Act. 8.2; p. 216, Unidad 3, Act. 52.1; p. 334, Unidad 5, Act. 29.1; p. 335, Unidad 5, Act. 29.2 Assessment Summative (Vive entre culturas) SE/Learning Site: p. 73, Unidad 1, Interpersonal Assessment Spanish for Life and Career Success SE/Learning Site: p. LCS4, Lección 1, Act. 1.1 TE/Learning Site: p. 4, Unidad 1, Strategies for Differentiation: Scaffold; p. 24, Unidad 1, Strategies for Differentiation: Differentiate, Challenge; p. 91, Unidad 2, Strategies for Differentiation: Supporting Heritage Learners, Connections: Sociology
WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).	SE/Learning Site: p. 8, Unidad 1, Act. 26; p. 9, Unidad 1, Act. 6.1, 6.2; p. 19, Unidad 1, Act. 16; p. 20, Unidad 1, Act. 17.1; p. 21, Unidad 1, Act. 19; p. 22, Unidad 1, Act. 20.1, 20.2; p. 23, Unidad 1, Act. 20.3; p. 24, Unidad 1, Act. 21.1; p. 26, Unidad 1, Act. 22.1, 22.2; p. 27, Unidad 1, Act. 23.1, 23.2; p. 28, Unidad 1, Act. 24; p. 30, Unidad 1, Act. 26; p. 31, Unidad 1, Act. 27.1; p. 51, Unidad 1, Act. 45.2; p. 84, Unidad 2, Act. 5; p. 106, Unidad 2, Act. 25; p. 107, Unidad 2, Act. 26.1; p. 128, Unidad 2, Act. 47; p. 162, Unidad 3, Act. 5; p. 163, Unidad 3, Act. 6.2; p. 202, Unidad 3, Act. 41; p. 203, Unidad 3, Act. 42.2 TE/Learning Site: p. 24, Unidad 1, Strategies for Differentiation: Differentiate, Challenge; p. 109, Unidad 2, Culture Note; p. 217, Unidad 3, Strategies for Differentiation: Supporting Heritage Learners
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	SE/Learning Site: p. 66, Unidad 1, Act. 58.1, 58.2; p. 370, Unidad 5, Act. 63.1; p. 370-371, Unidad 5, Act. 63.1, 63.2, 63.3, 63.4 TE/Learning Site: p. 37, Unidad 1, Strategies for Differentiation: Communities; p. 38, Unidad 1, Act. 33 Culture Note; p. 39, Unidad 1, Act. Strategies for Differentiation: AP® Strategies; p. 51, Unidad 1, Paso 46 Teaching Tip; p. 301, Unidad 4, Gustar and encantar Teaching Tip; p. 331, Unidad 5, Strategies for Differentiation: Supporting Heritage Learners, Connections: Performing Arts

Florida Correlations

WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	SE/Learning Site: p. 5, Unidad 1, Act. 1.2; p. 5, Unidad 1, Act. 2; p. 8, Unidad 1, Act. 26; p. 30, Unidad 1, Act. 26; p. 51, Unidad 1, Act. 46; p. 71, Unidad 1, Act. 63.1, 63.2, 63.3; p. 159, Unidad 3, Act. 2; p. 233, Unidad 4, Act. 1; p. 233, Unidad 4, Act. 2; p. 234, Unidad 4, Act. 3.1, 3.2; p. 235, Unidad 4, Act. 3.4; p. 237, Unidad 4, Act. 6.2; p. 250, Unidad 4, Act. 17.1; p. 252, Unidad 4, Act. 18; p. 252, Unidad 4, Act. 19; p. 381, Unidad 6, Act. 2 TE/Learning Site: p. 4, Unidad 1, Strategies for Differentiation: Scaffold; p. 232, Unidad 4, México, Carolina del norte y mi comUnidad Teaching Tip; p. 232, Unidad 4, Strategies for Differentiation: Scaffold, Challenge
Standard: Connections		
<i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	SE/Learning Site: p. 9, Unidad 1, Act. 6.1; p. 16, Unidad 1, Act. 12.3; p. 42, Unidad 1, Act. 37.1; p. 45, Unidad 1, Act. 39.1; p. 47, Unidad 1, Act. 41.1; p. 51, Unidad 1, Act. 45.1, 45.2; p. 55, Unidad 1, Act. 49.1; p. 62, Unidad 1, Act. 55.1; p. 65, Unidad 1, Act. 56.4; p. 85, Unidad 2, Act. 6.1; p. 107, Unidad 2, Act. 26.1; p. 119, Unidad 2, Act. 37.1; p. 123, Unidad 2, Act. 41.1; p. 148, Unidad 2, Act. 68.1; p. 163, Unidad 3, Act. 6.1; p. 176, Unidad 3, Act. 17.3; p. 183, Unidad 3, Act. 23.1; p. 188, Unidad 3, Act. 28.2; p. 191, Unidad 3, Act. 30.1; p. 203, Unidad 3, Act. 42.1; p. 208, Unidad 3, Act. 46.1; p. 216, Unidad 3, Act. 52.1 TE/Learning Site: p. 108, Unidad 2, Así se dice Teaching Tip
WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.	SE/Learning Site: p. 31, Unidad 1, Act. 27.1; p. 35, Unidad 1, Act. 31.1, 31.2; p. 42, Unidad 1, Act. 37.1; p. 45, Unidad 1, Act. 39.1; p. 55, Unidad 1, Act. 49.1; p. 62, Unidad 1, Act. 55.1; p. 65, Unidad 1, Act. 56.4; p. 85, Unidad 2, Act. 6.1; p. 148, Unidad 2, Act. 68.1; p. 163, Unidad 3, Act. 6.1; p. 216, Unidad 3, Act. 52.1

Florida Correlations

Standard: Comparisons		
<i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	SE/Learning Site: p. 6, Unidad 1, Act. 3.1; p. 7, Unidad 1, Act. 3.4; p. 7, Unidad 1, Act. 4; p. 16, Unidad 1, Act. 13; p. 28, Unidad 1, Act. 24; p. 31, Unidad 1, Act. 28; p. 39, Unidad 1, Act. 34.3; p. 48, Unidad 1, Act. 41.2, 41.3; p. 51, Unidad 1, Act. 46; p. 60, Unidad 1, Act. 53; p. 68, Unidad 1, Act. 59.4; p. 82, Unidad 2, Act. 3.1; p. 148, Unidad 2, Act. 68.1; p. 169, Unidad 3, Act. 12.1; p. 180, Unidad 3, Act. 19.2 Spanish for Life and Career Success SE/Learning Site: p. LCS4, Lección 1, Act. 1.1; p. LCS6, Lección 2, Act 1.1 TE/Learning Site: p. 39, Unidad 1, Strategies for Differentiation: Supporting Heritage Learners; p. 251, Unidad 4, Paso 17.2 Teaching Tip
WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.	SE/Learning Site: p. 7, Unidad 1, Act. 3.4; p. 14, Unidad 1, Act. 10.1; p. 169, Unidad 3, Act. 12.1 Spanish for Life and Career Success TE/Learning Site: p. LCS23, Lección 6, Paso 1.2 Teaching Tip TE/Learning Site: p. 4, Unidad 1, Paraguay, Texas y mi comUnidad Teaching Tip; p. 87, Unidad 2, Strategies for Differentiation: Supporting Heritage Learners
WL.K12.NM.8.3	Identify celebrations typical of the target culture and one's own.	SE/Learning Site: p. 71, Unidad 1, Act. 64; p. 91, Unidad 2, Act. 12.2, 12.3; p. 334, Unidad 5, Act. 29.1; p. 335, Unidad 5, Act. 29.2 TE/Learning Site: p.38, Unidad 1, Act. 33 Culture Note, Paso 33.2 Culture Note; p. 91, Unidad 2, Strategies for Differentiation: Supporting Heritage Learners, Connections: Sociology

Florida Correlations

Standard: Communities		
<i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.	SE/Learning Site: p. 66, Unidad 1, Act. 58.1, 58.2; p. 71, Unidad 1, Act. 63.1; p. 149, Unidad 2, Act. 68.2, 68.4; p. 223, Unidad 3, Act. 57.3 TE/Learning Site: p. 16, Unidad 1, Strategies for Differentiation: Scaffold, Challenge Spanish for Life and Career Success TE/Learning Site: p. LCS9, Communities; p. LCS21, Communities; p. LCS25, Communities
WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	SE/Learning Site: p. 66, Unidad 1, Act. 58.1, 58.2; p. 71, Unidad 1, Act. 63.2 TE/Learning Site: p. 37, Unidad 1, Strategies for Differentiation: Communities; p. 38, Unidad 1, Act. 33 Culture Note; p. 39, Unidad 1, Strategies for Differentiation: AP® Strategies; p. 51, Unidad 1, Paso 46 Teaching Tip

Florida Correlations

Subject Area: Mathematics (B.E.S.T.)

Strand: Mathematical Thinking and Reasoning

Standard 1: Actively participate in effortful learning both individually and collectively.

Clarifications

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	SE/Learning Site: p. 14, Unidad 1, Act.10.3; p. 18, Unidad 1, Act. 15; p. 94, Unidad 2, Act. 14; p. 136, Unidad 2, Act. 56; p. 246, Unidad 4, Act. 13 Spanish for Life and Career Success SE/Learning Site: p. LCS14, Lección 4, Act. 1.1, 1.3 Spanish for Life and Career Success TE/Learning Site: p. LCS20, Lección 5, Strategies for Differentiation: Supporting Heritage Learners

Florida Correlations

Standard 2: Demonstrate understanding by representing problems in multiple ways.

Clarifications

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	SE/Learning Site: p. 5, Unidad 1, Act. 1.1, 1.2; p. 9, Unidad 1, Act. 6.2; p. 14, Unidad 1, Act. 10.3; p. 123, Unidad 2, Act. 41.1; p. 159, Unidad 3, Act. 1.1; p. 188, Unidad 3, Act. 28.2; p. 208, Unidad 3, Act. 46.1, 46.4; p. 233, Unidad 4, Act. 1 Spanish for Life and Career Success SE/Learning Site: p. LCS16, Lección 4, Act. 1.3 TE/Learning Site: p. 61, Unidad 1, Paso 54.3 Teaching Tip

Florida Correlations

Standard 3: Complete tasks with mathematical fluency.		
Clarifications Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	SE/Learning Site: p. 5, Unidad 1, Act. 1.2; p. 14, Unidad 1, Act. 10.3 Spanish for Life and Career Success SE/Learning Site: p. LCS18, Lección 5, Act. 1.2; p. LCS19, Lección 5, Act 1.3 TE/Learning Site: p. 15, Unidad 1, Strategies for Differentiation: College and Career Readiness; p. 61, Unidad 1, Paso 54.3 Teaching Tip

Florida Correlations

Standard 4: Engage in discussions that reflect on the mathematical thinking of self and others.

Clarifications

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	SE/Learning Site: p. 5, Unidad 1, Act. 1.2; p. 14, Unidad 1, Act. 10.3; p. 18, Unidad 1, Act. 15; p. 60, Unidad 1, Act. 53 Spanish for Life and Career Success SE/Learning Site: p. LCS20, Lección 5, Act. 1.4 TE/Learning Site: p. 15, Unidad 1, Strategies for Differentiation: College and Career Readiness; p. 18, Unidad 1, Paso 15 Teaching Tip; p. 60, Unidad 1, Paso 53 Teaching Tip; p. 61, Unidad 1, Paso 54.3 Teaching Tip; p. 232, Unidad 4, México, Carolina del Norte y mi comUnidad Teaching Tips, Culture Note

Florida Correlations

Standard 5: Use patterns and structure to help understand and connect mathematical concepts.

Clarifications

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	SE/Learning Site: p. 18, Unidad 1, Act. 15; p. 40, Unidad 1, Act. 35; p. 60, Unidad 1, Act. 53; p. 116, Unidad 2, Act. 35 Spanish for Life and Career Success SE/Learning Site: p. LCS7, Lección 1, Act. 1.2 TE/Learning Site: p. 12, Unidad 1, Detalle lingüístico Teaching Tip; p. 18, Unidad 1, Paso 15 Teaching Tip; p. 40, Unidad 1, Paso 35 Teaching Tip; p. 60, Unidad 1, Paso 53 Teaching Tip

Florida Correlations

Standard 6: Assess the reasonableness of solutions.

Clarifications

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	SE/Learning Site: p. 18, Unidad 1, Act. 15; p. 40, Unidad 1, Act. 35; p. 60, Unidad 1, Act. 53; p. 116, Unidad 2, Act. 35; p. 136, Unidad 2, Act. 56 TE/Learning Site: p. 12, Unidad 1, Detalle lingüístico Teaching Tip; p. 18, Unidad 1, Paso 15 Teaching Tip; p. 40, Unidad 1, Paso 35 Teaching Tip; p. 60, Unidad 1, Paso 53 Teaching Tip

Florida Correlations

Standard 7: Apply mathematics to real-world contexts.		
Clarifications Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	SE/Learning Site: p. 14, Unidad 1, Act. 10.2, 10.3; p. 18, Unidad 1, Act. 15; p. 35, Unidad 1, Act. 31.1, 31.2; p. 208, Unidad 3, Act. 46.1 Spanish for Life and Career Success SE/Learning Site: p. LCS18, Lección 5, Act. 1.1 TE/Learning Site: p. 206, Unidad 3, Paso 44.1 Preparation Spanish for Life and Career Success TE/Learning Site: p. LCS7, Lección 2, Strategies for Differentiation: Scaffold, Challenge

Florida Correlations

Subject Area: English Language Arts (B.E.S.T.)

Strand: Expectations

Expectation: Cite evidence to explain and justify reasoning.

Clarifications

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE/Learning Site: p. 65, Unidad 1, Act. 56.2, 56.4; p. 352, Unidad 5, Act. 44 TE/Learning Site: p. 45, Unidad 1, Strategies for Differentiation: College and Career Readiness; p. 64, Unidad 1, Paso 56.2 Teaching Tip; p. 65, Unidad 1, Paso 56.4 Teaching Tip; p. 251, Unidad 4, Paso 17.3 Teaching Tip

Expectation: Read and comprehend grade-level complex texts proficiently.

Clarifications

See Text Complexity for grade-level complexity bands and a text complexity rubric. <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf>

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE/Learning Site: p. 51, Unidad 1, Act. 45.1, 45.2; p. 107, Unidad 2, Act. 26.1; p. 129, Unidad 2, Act. 48.1; p. 142, Unidad 2, Act. 63.2, 63.3, 63.4; p. 176, Unidad 3, Act. 17.2, 17.3; p. 216, Unidad 3, Act. 52.1; p. 250, Unidad 4, Act. 17.1; p. 270, Unidad 4, Act. 35.1, 35.2

Florida Correlations

Expectation: Make inferences to support comprehension.		
Clarifications Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE/Learning Site: p. 65, Unidad 1, Act. 56.3; p. 142, Unidad 2, Act. 63.4; p. 169, Unidad 3, Act. 12.2; p. 325, Unidad 5, Act. 21.1; p. 352, Unidad 5, Act. 44 Assessment Summative (Vive entre culturas) SE/Learning Site: p. A19, Unidad 3, Interpretive Assessment Rubric; p. A20, Unidad 4, Interpretive Assessment Rubric; p. A21, Unidad 5, Interpretive Assessment Rubric Spanish for Life and Career Success SE/Learning Site: p. LCS11, Unidad 3, Act. 1.2 TE/Learning Site: p. 127, Unidad 2, Paso 46.1 Teaching Tip; p. 173, Unidad 3, Vocabulario personal Teaching Tip; p. 216, Unidad 3, Strategies for Differentiation: Challenge; p. 217, Unidad 3, Strategies for Differentiation: Connections: Art; p. 239, Unidad 4, Así se dice Teaching Tip; p. 295, Unidad 4, Paso 54.1 Teaching Tip; p. 373, Unidad 5, Interpretive Assessment Teaching Tip
Expectation: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.		
Clarifications In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE/Learning Site: p. 18, Unidad 1, Act. 15; p. 40, Unidad 1, Act. 35; p. 60, Unidad 1, Act. 53; p. 84, Unidad 2, Act. 5; p. 106, Unidad 2, Act. 25; p. 116, Unidad 2, Act. 35; p. 128, Unidad 2, Act. 47; p. 136, Unidad 2, Act. 56 TE/Learning Site: p. 18, Unidad 1, Paso 15 Teaching Tip; p. 40, Unidad 1, Paso 35 Teaching Tip; p. 60, Unidad 1, Paso 53 Teaching Tip; p. 111, Unidad 2, Strategies for Differentiation: College and Career Readiness; p. 133, Unidad 2, Strategies for Differentiation: College and Career Readiness; p. 139, Unidad 2, Strategies for Differentiation: College and Career Readiness; p. 169, Unidad 3, Strategies for Differentiation, AP® Strategies; p. 183, Unidad 3, Paso 23.2 Teaching Tip; p. 219, Unidad 3, Strategies for Differentiation: AP® Strategies; p. 245, Unidad 4, Strategies for Differentiation: AP® Strategies; p. 261, Unidad 4, Strategies for Differentiation: College and Career Readiness; p. 321, Unidad 5, Paso 18.1 Teaching Tip; p. 383, Unidad 6, Strategies for Differentiation: AP® Strategies

Florida Correlations

Expectation: Use the accepted rules governing a specific format to create quality work.		
Clarifications Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	SE/Learning Site: p. 31, Unidad 1, Act. 28 TE/Learning Site: p. 31, Unidad 1, Strategies for Differentiation: Cultures; p. 235, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners; p. 249, Unidad 4, Paso 16.2 Teaching Tip
Expectation: Use appropriate voice and tone when speaking or writing.		
Clarifications In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.		
Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	SE/Learning Site: p. 18, Unidad 1, Act. 15; p. 19, Unidad 1, Act. 16 Spanish for Life and Career Success SE/Learning Site: p. LCS5, Lección 1, Act. 1.3, 1.4; pp. LCS23-LCS24, Lección 6, Act 1.2, 1.3, 1.4 TE/Learning Site: p. 18, Unidad 1, Paso 15 Teaching Tip; p. 19, Unidad 1, Paso 16 Teaching Tip; p. 177, Unidad 3, Strategies for Differentiation: AP® Strategies; p. 249, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners, College and Career Readiness; p. 257, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners; p. 285, Unidad 4, Strategies for Differentiation: Supporting Heritage Learners

Florida Correlations

Subject Area: English Language Development

Grade: K12

Body Of Knowledge: English Language Development for English Language Learners

Cluster: Language of Social and Instructional Purposes

Benchmark Code	Benchmark Information	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE/Learning Site: p. 19, Unidad 1, Act. 16; p. 31, Unidad 1, Act. 28 TE/Learning Site: p. 18, Unidad 1, Paso 15 Teaching Tip; p. 19, Unidad 1, Strategies for Differentiation: Supporting Heritage Learners, Cultures; p. 31, Unidad 1, Strategies for Differentiation: Supporting Heritage Learners; p. 107, Unidad 2, Strategies for Differentiation: Supporting Heritage Learners