



Glencoe Spanish **3**

¡Buen viaje!

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STANDARDS	PAGE REFERENCES
<p>Communication: Communicate in languages other than English.</p>	
<p>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</p>	
<p>Interpersonal</p>	
<p>1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.</p>	<p>Student Edition: 20 #2, 21 #4, 32, 48 #1, 53 #4, 75 #4, 84 #5, 113 #4</p> <p>Teacher Wraparound Edition: AP 30; GA 16, 29, 33; PA 98, 138; RAS 135</p>
<p>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</p>	
<p>Interpersonal</p>	
<p>2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).</p>	<p>Student Edition: 48 #1, 102 #2, 103 #4, 155 #3, 191 #2, 242 #2, 243 #7, 262 #2</p> <p>Teacher Wraparound Edition: GA 33; PA 98</p>
<p>3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.</p>	<p>Student Edition: 20 #2, 21 #7, 48 #1, 49 #3, 70 G, 102 #2, 129 #5, 141 #4</p> <p>Teacher Wraparound Edition: GA 29, 33, 101, 345; PA 98, 176, 293</p>

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Benchmark C: Use a wide range of strategies to negotiate meaning.	
Interpersonal	
4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	Student Edition: 32, 33, 75 #6, 107 #5, 141 #2, 231 #6, 242 #1, 243 #5 Teacher Wraparound Edition: PA 98, 188
Benchmark D: Give and follow a series of complex directions.	
Interpersonal	
5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	Student Edition: 102 #2, 191 #4, 191 #5, 209 #4, 228, 231 #6, 243 #5 Teacher Wraparound Edition: RAS 3
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.	
Interpersonal	
6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	Student Edition: 21 #4, 32 #2, 33 #3, 84 #3, 135, 141 #2, 231 #6, 243 #5 Teacher Wraparound Edition: AP 30, 188; GA 345; PA 98; RAS 135, 240
Benchmark F: Follow complex oral, signed or written directions and requests.	
Interpretive	
7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	Student Edition: 191 #4, 228, 231 #2, 243 #5 Teacher Wraparound Edition: GA 16; PA 228; RAS 3

STANDARDS	PAGE REFERENCES
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.	
Interpretive	
8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	Student Edition: 84 #1-2, 93 B, 117 B <i>¿Comprendes?</i> 38, 41 A <i>Reading Strategy</i> 6, 61, 115 Teacher Wraparound Edition: CTA 118, 217, 253; LA 499; LR 140; RAS 118
Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	
Presentational	
9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	Student Edition: 38, 40-41, 89, 92, 106 #1, 117 B, 128 #2, 155 #1 Teacher Wraparound Edition: CTA 253; LA 499; LR 140; RAS 90, 249
10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	Student Edition: 11 C, 41 B, 93 B, 356 C, 420, 426 H, 435 J Teacher Wraparound Edition: AP 275; CTA 217, 253; LR 140; RAS 6, 172
Benchmark I: Create presentations on a range of original or authentic expressive products.	
Presentational	
11. Create texts (e.g., short stories, poems, skits) based on themes/ perspectives (e.g., family, dating, careers, music) from the target culture.	Student Edition: 85 #4, 106 #2, 141 #3, 158 #1, 179 #3, 205 #2, 230 #3, 262 #2
12. Perform scenes from literature studied.	Student Edition: 481 I Teacher Wraparound Edition: P 420, 421, 422, 424, 457, 462, 479
Benchmark J: Present information and ideas on a range of topics.	
Presentational	
13. Debate a current or historical issue (e.g., right to vote, slavery).	Student Edition: 48 #3, 53 #3, 74 #2, 155 #3, 159 #4, 178 #2, 208 #2, 230 #2 Teacher Wraparound Edition: CTA 118, 217

STANDARDS	PAGE REFERENCES
Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.	
Presentational	
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	Student Edition: 33 #5, 48 #4, 52-53, 85 #4, 103 #6, 106-107, 128-129, 141 #3 Teacher Wraparound Edition: AP 159
Cultures: Gain knowledge and understanding of other cultures.	
Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	
Practices	
1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).	Student Edition: 13, 70, 74 #2, 128 #3, 148-149, 196-197, 236, 237 D
2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.	Student Edition: 420, 421, 422, 423, 431, 466, 467 Teacher Wraparound Edition: ASL 235, 236, 249, 277, 431, 461, 464; CCC 118
Benchmark B: Participate in and discuss a wide variety of cultural practices.	
Practices	
3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	Student Edition: 21 #3, 248-249, 262 #2, 263 #7, 313 #3 Teacher Wraparound Edition: ASL 249
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	
Products	
4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	Student Edition: 20 #1, 53 #3, 123, 174, 178 #2, 231 #8, 242 #2, 248-249 Teacher Wraparound Edition: CTA 217

STANDARDS	PAGE REFERENCES
5. Examine media from the target culture to determine social, political and economic trends.	Student Edition: 38, 40-41, 89, 92, 145, 148-149, 248-249, 313 #2 Teacher Wraparound Edition: CTA 118
Benchmark D: Analyze, discuss and report on significant contributions from the target culture.	
Products	
6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	Student Edition: 20 #3, 221, 224, 231 #8, 344, 420, 421, 422, 423 Teacher Wraparound Edition: AC 221, 224, 231, 284, 346, 347; LC 421
Connections: Connect with other disciplines and acquire information.	
Benchmark A: Investigate, analyze and present concepts from across disciplines.	
Integrated Studies	
1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).	Student Edition: 20 #1-2, 40-41, 49 #3, 53 #3, 103 #4, 148-149, 159 #4, 174 Teacher Wraparound Edition: CCC 148; GA 249
2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).	Student Edition: 6-7, 8-9, 20 #1, 48 #2, 52 #1, 61, 62-63, 74 #1 Teacher Wraparound Edition: AC 221; CTA 116, 169, 217; J 116; MC 234; RAS 6
3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).	Student Edition: 20 #3, 106 #3, 120, 129 #4, 179 #3, 220, 231 #7, 231 #8 Teacher Wraparound Edition: AC 15, 221, 231, 284; FF 220; RAS 326, 328
Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	
New Viewpoints	
4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.	Student Edition: 40-41, 49 #3, 53 #3, 85 #4, 89, 103 #4, 106 #2, 155 #2 Teacher Wraparound Edition: CTA 118, 253

STANDARDS	PAGE REFERENCES
5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.	Student Edition: 12-13, 118, 128 #3, 174, 208 #1, 209 #5, 278-279, 283 Teacher Wraparound Edition: CCC 118
6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.	Student Edition: 128 #3, 174, 208 #1, 209 #5, 283, 331 Teacher Wraparound Edition: NS 331
Comparisons: Develop insight into the nature of language and culture.	
Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.	
Linguistic Comparisons	
1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	Student Edition: 94-96, 257 <i>Reading Strategy 6</i> Teacher Wraparound Edition: ASL 3, 235, 236, 249, 259, 277, 431; CCC 118
Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.	
Linguistic Comparisons	
2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).	Student Edition: 42-43, 94-96, 124-125, 137-140, 238-240, 257-258, 295-296, 363-364 Teacher Wraparound Edition: AP 24; ASL 202
Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	
Cultural Comparisons	
3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).	Student Edition: 84 #1-2, 145, 205 #1, 252-253, 305, 313 #2, 329 G, 351-352 Teacher Wraparound Edition: CTA 253

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4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).	Student Edition: 221, 278-279, 283, 289 #5, 378-379, 382-383, 386 #2, 387 #6 Teacher Wraparound Edition: FF 430; R 383
Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	
Concept of Culture	
5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	Student Edition: 196, 197, 252-253, 329 G Teacher Wraparound Edition: CTA 253; FF 196, 197
Communities: Participate in multilingual communities and cultures at home and around the world.	
Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	
Outreach	
1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).	This standard can be met through school endorsed service projects.
Benchmark B: Perform original or authentic works for a school or community event.	
Outreach	
2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	Student Edition: 21 #4, 84 #3, 107 #4, 209 #5, 339 #4, 426 I Teacher Wraparound Edition: AP 267, 293; GA 249, 484; RAS 99, 240, 284, 334
Benchmark C: Sustain communication with people locally and around the world.	
Outreach	
3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.	Student Edition: 11 #5, 262 #2, 263 #7, 266 #2, 267 #3, 267 #4, 288 #2, 299 #2

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Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.	
Enjoyment and Enrichment	
4. Explore the opportunity to host individuals from a target language country and report findings to others.	This standard can be met during class discussion of hosting individuals or speaking with an exchange student from the target language country.
5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.	Student Edition: 40-41, 89, 92, 119 C, 196-197, 199-200, 248-249, 303 <i>Spanish Online 82</i> Teacher Wraparound Edition: CTA 118; GA 345; SO 226
6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.	Student Edition: 267 #4 Teacher Wraparound Edition: AP 267; SO 47 This standard can be more completely covered as a classroom project.
Benchmark E: Attend, participate in or view target culture events and describe to others.	
Enjoyment and Enrichment	
7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.	Student Edition: 20 #3, 248-249, 344, 345, 347 #1, 347 #3 Teacher Wraparound Edition: GA 249, 345; NS 344
Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	
Career Exploration and Skills	
8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.	This standard can be covered through a classroom discussion/project on career or volunteer opportunities.
9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.	Teacher Wraparound Edition: CC 178; SO 337 This objective can be more completely covered through a classroom project discussing careers from the public and private sector.

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<p>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p>	
<p>Career Exploration and Skills</p>	
<p>10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).</p>	<p>Student Edition: 20 #2, 230 #2, 267 #3, 288 #3, 316 #1, 329 G, 338 #3, 365 #5</p> <p>Teacher Wraparound Edition: CTA 217</p>