

GLENCOE CORRELATION
¿CÓMO TE VA?
INTRO NIVEL ROJO
LOUISIANA
Foreign Language Content Standards
Benchmarks 6-8

| CONTENT STANDARDS | PAGE REFERENCES |
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| COMMUNICATION STRAND | |
| COMMUNICATION STANDARD 1 | |
| Interpretive Mode | |
| Students understand and interpret spoken and written communication in the target language on a variety of topics. | |
| CM-1-D1 demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses; (1) | TWE: P 18, 38 |
| CM-1-D2 demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures; (1, 4) | SE: 43, 88 <i>Conversación</i> 10, 58, 95 <i>Lectura</i> 62, 87, 106 |
| CM-1-D3 demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1, 4) | SE: 39 #7, 56 #2, 77, 88 <i>Lectura</i> 62, 87 <i>Manos a la obra</i> 40 TWE: C 58, 73 P 77 |
| CM-1-D4 demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays; (1,4) | SE: 27, 89 <i>¿Comprendes?</i> 107 A <i>Lectura</i> 87 TWE: MC 27 P 43, 77 |
| CM-1-D5 demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations; (1, 2, 4) | SE: 15, 19 #2, 27, 28, 33 #1, 39 #7 <i>¿Comprendes?</i> 107 D <i>Juego</i> 37 TWE: CH 98 MO 15 |
| CM-1-D6 demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources; (1, 4) | SE: <i>Juego</i> 50 TWE: MO 15 Pr 103 SO 13 |
| CM-1-D7 demonstrating comprehension of visual and auditory cues, such as gestures and intonation. (1) | SE: 2 <i>Cultura</i> 1 #2 <i>Teatro</i> 51, 57, 103 TWE: P 1, 38 Step 2 Pr 10 UA 43 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| COMMUNICATION STANDARD 2 Interpersonal Mode Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions. | |
| CM-2-D1 following and giving directions for participating in age-appropriate classroom and cultural activities; (1) | SE: <i>Juego</i> 37 |
| CM-2-D2 requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings; (1, 5) | SE: 15, 19, 49 #2, 50, 55, 59 #6 <i>Juego</i> 37 |
| CM-2-D3 exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1) | SE: 39 #7, 73 #3, 79 #7, 84 #2, 97 #10 <i>¿Comprendes?</i> 107 B <i>Manos a la obra</i> 40 TWE: MO 11 R 9 |
| CM-2-D4 comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things; (1, 4) | SE: 68 #1, 89 C |
| CM-2-D5 exchanging and applying information incorporating numbers, time, schedules, and weather; (1, 4) | SE: 15, 19 #2, 28, 29, 33, 37, 39 #7 <i>Cultura</i> 23 <i>Plegables</i> 53 TWE: MO 15 |
| CM-2-D6 requesting and providing goods, services, or information in a variety of settings; (1, 4) | SE: 15, 18, 19, 50, 59 #6 <i>Lectura</i> 62 TWE: UA 18 |
| CM-2-D7 using age-appropriate greetings, gestures, and introductions to exchange essential information; (1) | SE: 1, 2, 43, 44 #3 <i>Cultura</i> 1 <i>Manos a la obra</i> 2 <i>Rompecabezas</i> 7 TWE: ASL 2 R 9 VE 2 |
| CM-2-D8 expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others. (1, 4) | SE: 68 #1 TWE: MO 11 P 1 |
| COMMUNICATION STANDARD 3 Presentational Mode Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode. | |
| CM-3-D1 preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures; (1) | SE: <i>Manos a la obra</i> 40 TWE: C 58 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| CM-3-D2 presenting information incorporating numbers, time, and weather; (1, 4) | SE: <i>¿Comprendes?</i> 107 D <i>Jeugo</i> 37 <i>Manos a la obra</i> 28, 33 <i>Plegables</i> 25, 53 TWE: P 15 UA 23, 33 |
| CM-3-D3 preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects; (1, 4) | SE: 65 #4 <i>Manos a la obra</i> 40 TWE: C 58 Pr 15 UA 18 |
| CM-3-D4 presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language; (1) | SE: 65 #4 <i>Teatro</i> 60 TWE: P 10 Step 3, 43 Step 2, 72 Step 2 |
| CM-3-D5 preparing audio- or video-recorded messages on topics of personal interest; (1, 3, 4) | The teacher can incorporate these examples with audio and video equipment. SE: 65 #4 <i>Manos a la obra</i> 40 TWE: C 58 Pr 15 UA 18 |
| CM-3-D6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events; (1, 2, 3, 4) | SE: 65 #4 <i>Manos a la obra</i> 33, 78, 103 <i>Teatro</i> 60 TWE: C 58 CH 2 UA 33, 68 VE 51 |
| CM-3-D7 retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos; (1, 4) | SE: 64 #1, 88 B |
| CM-3-D8 preparing short presentations about products and/or practices of the native and target cultures. (1, 3, 4) | SE: 44 #4 TWE: NS 19 |
| CULTURES STRAND | |
| CULTURES STANDARD 1 | |
| Practices | |
| Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures. | |
| CL-1-D1 using age-appropriate verbal and nonverbal behaviors in daily activities typical of the target cultures; (1, 4) | SE: 2 <i>Manos a la obra</i> 40 |
| CL-1-D2 identifying cultural practices that give rise to commonly held generalizations and/or stereotypes; (2, 3, 4) | SE: 2, 30, 88 <i>Cultura</i> 40 #2, 74, 104 TWE: LP 30, 52 |
| CL-1-D3 participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays; (5) | SE: 19, 59 #6 <i>Juego</i> 51 TWE: NS 19, 30 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| CL-1-D4 identifying and describing social, geographic, and historical factors that impact cultural practices; (3, 4) | SE: 5, 12, 16, 20, 24 <i>Plegables</i> 7 TWE: GC 18 LP 20, 24, 35, 41 |
| CL-1-D5 demonstrating an understanding of the cultural connotations of common words, phrases, and idioms; (1) | TWE: ASL 48, 93, 102 |
| CL-1-D6 applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock; (2, 4) | SE: 20, 28 <i>Cultura</i> 23, 40 #1, 60 TWE: LR 20, 40 |
| CL-1-D7 identifying social customs related to religion, family life, folklore, and holidays; (3, 4, 5) | SE: <i>Cultura</i> 74, 98, 104 TWE: LP 20, 23, 52 |
| CL-1-D8 distinguishing differences in cultural practices and expressions among same-language cultures; (3, 4) | SE: 20 <i>Cultura</i> 45, 74 TWE: ASL 48, 102 |
| CULTURES STANDARD 2 | |
| Products | |
| Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures. | |
| CL-2-D1 identifying tangible and intangible products and symbols of the culture (e.g., toys, dress, types of buildings, foods) using authentic materials; (1, 3) | SE: 12, 20, 30, 61 <i>Cultura</i> 51 TWE: LP 3, 5, 12, 46, 52 |
| CL-2-D2 recognizing major works of art, music, and/or literature of the target cultures; (1, 4) | SE: 6 <i>Cultura</i> 69 TWE: LP 5 UA 69 |
| CL-2-D3 identifying major scientific and historical contributions of the target cultures. (3, 4, 5) | SE: 5, 20, 170 TWE: LP 70, 73, 99 |
| CONNECTIONS STRAND | |
| CONNECTIONS STANDARD 1 | |
| Reinforcement | |
| Students reinforce and further their knowledge of other disciplines through the second language. | |
| CN-1-D1 demonstrating comprehension of articles or short recordings in the target language on topics studied in other classes; (1, 4) | These articles discuss topics from other disciplines that relate to the target language. Articles in the target language occur in <i>¿Cómo te va? A and B</i> . SE: 41, 46, 75, 81, 99 <i>Cultura</i> 34, 69 TWE: LP 35, 90 NS 61 |
| CN-1-D2 exchanging information about topics from other school subjects in the target language; (1, 4) | SE: <i>Conexiones</i> 108 <i>Cultura</i> 34 TWE: LP 90 UA 12, 16, 21, 24, 31, 69 |
| CN-1-D3 presenting oral or written reports in the target language on topics studied in other classes; (1, 4) | TWE: UA 69 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| CONNECTIONS STANDARD 2 | |
| Acquisition | |
| Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures. | |
| CN-2-D1 finding and using information in authentic materials. (1, 4) | TWE: NS 19, 21, 30 UA 69 |
| COMPARISONS STRAND | |
| COMPARISONS STANDARD 1 | |
| Nature of Language | |
| Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language. | |
| CP-1-D1 recognizing the differences and similarities between the words or expressions from the target and native languages; (1, 3, 4) | SE: 89 C #2 TWE: ASL 93 NS 2 |
| CP-1-D2 using cognates and false cognates appropriately; (1, 4) | SE: 39 #7, 44, 89 C #1 <i>Plegables</i> 110 <i>Reading Strategy</i> 87 |
| CP-1-D3 demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other; (1, 4) | TWE: ASL 93 NS 2 |
| CP-1-D4 using formal and informal expressions in the target language; (1, 2, 5) | SE: 1, 9, 18 |
| CP-1-D5 identifying and using critical sound distinctions that must be mastered in order to communicate meaning; (1, 4) | SE: xviii-xix |
| CP-1-D6 using the structural patterns of the target language; (1) | SE: 43, 64, 72, 77, 78, 95, 101 TWE: TT 59 UA 43 |
| CP-1-D7 expressing ideas in a variety of ways. (1, 2) | SE: 9, 18, 68 #2, 73, 77, 84 #3 <i>Teatro</i> 51 TWE: ASL 2 P 49, 101 |
| COMPARISONS STANDARD 2 | |
| Concept of Culture | |
| Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture. | |
| CP-2-D1 contrasting verbal and nonverbal behavior in native and target cultures; (1, 4, 5) | SE: 2 <i>Cultura</i> 45 <i>Teatro</i> 51 |
| CP-2-D2 demonstrating an understanding of the reasons why certain products originate and are important to particular cultures; (1, 3, 4) | SE: 21, 24, 30 <i>Cultura</i> 104 TWE: LP 78 |
| CP-2-D3 comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays); (1, 3, 4) | SE: 30, 70 <i>Cultura</i> 45, 85, 98, 104 TWE: LP 21, 23, 30, 52 |
| CP-2-D4 comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature). (1, 4) | SE: 30, 66 <i>Cultura</i> 51, 69 TWE: LP 3, 52, 86 UA 4, 69 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| COMMUNITIES STRAND | |
| COMMUNITIES STANDARD 1 | |
| Learning | |
| Students use the language both within and beyond the school setting. | |
| CT-1-D1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of general interest; (1, 3, 4) | SE: 59 #6 TWE: CH 74, 79 NS 30 |
| CT-1-D2 interacting with members of the local community using the target language, as well as local dialects; (1, 3, 4) | TWE: NS 19, 30 |
| CT-1-D3 participating in age-appropriate class or club activities which benefit the school or community; (4, 5) | See <i>¿Cómo te va? A Nivel verde</i> SE: 195, 217, 234 <i>Conversación</i> 188 <i>Juego</i> 71, 125, 179 TWE: NS 195 |
| CT-1-D4 writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community; (1, 2, 3, 4) | SE: <i>Manos a la obra</i> 78, 103 TWE: UA 18, 104 VE 51 |
| CT-1-D5 preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5) | SE: 65 #4 <i>Manos a la obra</i> 40 TWE: C 58 Pr 15 UA 18 |
| COMMUNITIES STANDARD 2 | |
| Enrichment | |
| Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment. | |
| CT-2-D1 reading materials and/or watching television programs (films, sports) from the target language and cultures for enjoyment; (3, 4) | SE: 88 <i>Lectura</i> 87, 106 |
| CT-2-D2 identifying and participating in age-appropriate sports or games from the target cultures; (4, 5) | SE: <i>Juego</i> 43, 82, 84, 96 |
| CT-2-D3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5) | See <i>¿Cómo te va? A Nivel verde</i> SE: 82 |
| CT-2-D4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4) | SE: 27 TWE: MC 27 |
| CT-2-D5 planning a real or imaginary trip. (2, 3, 4) | See <i>¿Cómo te va? A Nivel verde</i> SE: 195 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| COMMUNITIES STANDARD 3 | |
| Careers | |
| Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial. | |
| CT-3-D1 identifying professions in which the ability to communicate in the target language is a distinct advantage; (3, 4, 5) | SE: 59 #6 |
| CT-3-D2 identifying and using vocabulary related to the world of work; (1, 4) | SE: 48, 49, 55, 59 #6 |
| CT-3-D3 reading and writing work-related notes and messages; (1) | SE: <i>Manos a la obra</i> 85 |
| CT-3-D4 reading and extracting information from materials, such as graphs and schedules; (2, 3, 4) | SE: <i>Cultura</i> 60 <i>Manos a la obra</i> 85 |

Codes Used for TWE Pages

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| ASL | About the Spanish Language |
| C | Conversación |
| CH | Checkup |
| GC | Geography Connection |
| LP | Learning from Photos |
| LR | Learning from Realia |
| MC | Music Connection |
| MO | Manos a la obra |
| NS | National Standards |
| P | Presentation |
| Pr | Practice |
| R | Recycling |
| SO | Spanish Online |
| TT | Teacher's Tip |
| UA | Universal Access |
| VE | Vocabulary Expansion |