

GLENCOE CORRELATION
¿CÓMO TE VA?
A NIVEL VERDE
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: TPR 20, 30, 98, 136, 210 |
| 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: 177, 217, 228, 230-231 <i>Cultura</i> 40, 78-79, 190-191, 202-203 TWE: UA 41, 231 |
| 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: 44, 75, 120, 177 <i>Conexiones</i> 166-167 <i>Conversación</i> 150 <i>Cultura</i> 40, 152, 164-165 <i>Manos a la obra</i> 69 |
| 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: 48-49, 160, 164-165, 177, 190-191, 202-203, 231 TWE: MC 160 UA 41, 231 WD 191 |
| 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: 6, 7, 9-11, 15-16, 21 <i>Conexiones</i> 53 <i>Manos a la obra</i> 16 TWE: LP 68 LR 11 P 7 Pr 7 UA 7 |
| 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>Cultura</i> 40, 152, 164-165, 190-191, 202-203 TWE: I 127 LR 111 P 76 UA 41 WD 191 |
| CM-1-D7 demonstrating comprehension of visual and auditory cues, such as gestures and intonation. (1) | SE: <i>Manos a la obra</i> 3 <i>Pronunciación</i> 77, 115, 151 <i>Teatro</i> 87 TWE: LP 138, 148, 152 O 61 PN 77, 115, 151 |

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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: 82, 223, 234 TWE: TPR 136, 210 UA 137 |
| CM-2-D2 requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings; (1, 5) | SE: 120, 139, 143, 156, 194, 234 <i>Conversación</i> 150 <i>Teatro</i> 161 |
| CM-2-D3 exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1) | SE: 44, 45, 75, 82, 120, 121, 141, 156, 177 <i>Manos a la obra</i> 69 |
| CM-2-D4 comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things; (1, 4) | SE: 82, 120, 141, 177, 219, 234 TWE: NS 200 PA 23 |
| CM-2-D5 exchanging and applying information incorporating numbers, time, schedules, and weather; (1, 4) | SE: 6, 7, 9-11, 15-16, 21 <i>Conexiones</i> 53 <i>Manos a la obra</i> 16, 33 TWE: LP 68 LR 11 P 7 Pr 7 UA 7 |
| CM-2-D6 requesting and providing goods, services, or information in a variety of settings; (1, 4) | SE: 120, 121, 139, 143, 156, 157, 177 <i>Conversación</i> 150, 188 <i>Teatro</i> 161 |
| CM-2-D7 using age-appropriate greetings, gestures, and introductions to exchange essential information; (1) | SE: 2-3, 120, 194 <i>Conversación</i> 188 <i>Manos a la obra</i> 3 TWE: LP 3 UA 3 |
| 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: 45, 194, 217, 227, 334 <i>Manos a la obra</i> 162 TWE: NS 200 |
| 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: 195, 228 <i>Manos a la obra</i> 162, 200 TWE: P 228 WD 191 |

| CONTENT STANDARDS | PAGE REFERENCES |
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| CM-3-D2 presenting information incorporating numbers, time, and weather; (1, 4) | SE: 6, 7, 9-11, 15-16, 21 <i>Conexiones</i> 53 <i>Manos a la obra</i> 16 TWE: LP 68 LR 11 P 7 Pr 7 UA 7 |
| CM-3-D3 preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects; (1, 4) | SE: 121, 177, 217 <i>Manos a la obra</i> 16 <i>Teatro</i> 161, 199 TWE: P 188 Pr 177 UA 27 WD 191 |
| CM-3-D4 presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language; (1) | SE: 177 <i>Teatro</i> 50, 125, 161 TWE: MC 198 Pr 36, 177 UA 62, 63, 76 |
| 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: 132, 177, 195 <i>Manos a la obra</i> 16, 125, 162 <i>Teatro</i> 125, 161 TWE: P 188 Pr 36, 177 UA 76 |
| CM-3-D6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events; (1, 2, 3, 4) | SE: 132, 177, 195 <i>Manos a la obra</i> 16, 125, 162 <i>Teatro</i> 125, 161 TWE: P 188 Pr 36, 177 UA 76 |
| CM-3-D7 retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos; (1, 4) | SE: 54, 177, 195 TWE: Pr 177 UA 41, 231 WD 191 |
| CM-3-D8 preparing short presentations about products and/or practices of the native and target cultures. (1, 3, 4) | SE: 235 <i>Juego</i> 183 <i>Manos a la obra</i> 162, 200 <i>Teatro</i> 199 TWE: P 228 WD 191 |

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| 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: <i>Conversación</i> 38, 76, 114, 188 TWE: NS 95 P 188 |
| CL-1-D2 identifying cultural practices that give rise to commonly held generalizations and/or stereotypes; (2, 3, 4) | SE: <i>Cultura</i> 11, 116-117, 164-165, 190-191, 202-203 TWE: LP 183 |
| 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: 195, 217, 234 <i>Conversación</i> 188 <i>Juego</i> 71, 125, 179 TWE: NS 195 |
| CL-1-D4 identifying and describing social, geographic, and historical factors that impact cultural practices; (3, 4) | SE: <i>Cultura</i> 11, 40, 79, 129, 164-165 TWE: ASL 59 HC 71, 120 LP 8, 29 SC 18 |
| CL-1-D5 demonstrating an understanding of the cultural connotations of common words, phrases, and idioms; (1) | SE: 164-165, 190-191 TWE: ASL 21, 59, 65, 67, 101, 111, 115, 130, 137, 146 |
| 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: 14, 143, 144, 145, 205 <i>Cultura</i> 11 TWE: LR 11, 14 |
| CL-1-D7 identifying social customs related to religion, family life, folklore, and holidays; (3, 4, 5) | SE: 79, 82, 116-117, 202-203 TWE: LR 8, 183 |
| CL-1-D8 distinguishing differences in cultural practices and expressions among same-language cultures; (3, 4) | SE: 164-165, 190-191 TWE: ASL 21, 59, 65, 67, 101, 111, 115, 130, 137, 146 |
| 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: 152, 164-165, 190-191 <i>Investigaciones</i> 162, 200 TWE: HC 120 LP 123 LR 111 |
| CL-2-D2 recognizing major works of art, music, and/or literature of the target cultures; (1, 4) | SE: 160 <i>Conexiones</i> 92 <i>Investigaciones</i> 93 TWE: AC 92 |
| CL-2-D3 identifying major scientific and historical contributions of the target cultures. (3, 4, 5) | SE: 129 <i>Conexiones</i> 91-92 TWE: HC 164 |

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| 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) | SE: <i>Conexiones</i> 53, 130-131, 166-167, 204-205, 244-245 |
| CN-1-D2 exchanging information about topics from other school subjects in the target language; (1, 4) | SE: <i>Conexiones</i> 53, 130-131, 166-167, 204-205 |
| CN-1-D3 presenting oral or written reports in the target language on topics studied in other classes; (1, 4) | SE: <i>Manos a la obra</i> 16 |
| 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) | SE: <i>Investigaciones</i> 49, 88, 127, 162, 200 TWE: NS 200 |
| 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: 164-165, 190-191 TWE: ASL 21, 59, 65, 67, 101, 111, 115, 130, 137, 146 |
| CP-1-D2 using cognates and false cognates appropriately; (1, 4) | SE: <i>Nota</i> 31 |
| CP-1-D3 demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other; (1, 4) | SE: 164-165, 190-191 TWE: ASL 21, 59, 65, 67, 101, 111, 115, 130, 137, 146, 189 |
| CP-1-D4 using formal and informal expressions in the target language; (1, 2, 5) | SE: 2-3, 12-14, 65 <i>Manos a la obra</i> 3 TWE: ASL 65, 111 |
| CP-1-D5 identifying and using critical sound distinctions that must be mastered in order to communicate meaning; (1, 4) | SE: <i>Pronunciación</i> 39, 77, 115, 151, 189 TWE: ASL 189 PN 39, 77, 115, 151, 189 |
| CP-1-D6 using the structural patterns of the target language; (1) | SE: 34, 35, 70-71, 72, 110-111, 184-185 |
| CP-1-D7 expressing ideas in a variety of ways. (1, 2) | SE: 44, 82, 120, 156, 194, 234 |
| 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: 202-203 <i>Manos a la obra</i> 3 |

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| CP-2-D2 demonstrating an understanding of the reasons why certain products originate and are important to particular cultures; (1, 3, 4) | SE: 164-165, 190-191 <i>Investigaciones</i> 200 TWE: LP 164 |
| CP-2-D3 comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays); (1, 3, 4) | SE: 79 <i>Cultura</i> 40, 152, 164-165, 202-203 <i>Investigaciones</i> 200 TWE: LP 8, 29 |
| 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: 129, 164-165, 190-191, 202-203 TWE: HC 164 LP8, 179, 192 |
| 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: 45, 83, 121, 157, 235 |
| CT-1-D2 interacting with members of the local community using the target language, as well as local dialects; (1, 3, 4) | SE: 195 TWE: NS 195, 200 |
| CT-1-D3 participating in age-appropriate class or club activities which benefit the school or community; (4, 5) | 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: 121, 177, 217 <i>Manos a la obra</i> 16 <i>Teatro</i> 161, 199 TWE: P 188 Pr 177 UA 27 WD 191 |
| CT-1-D5 preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5) | SE: 177 <i>Teatro</i> 50, 125, 161 TWE: MC 198 Pr 36, 177 UA 62, 63, 76 |
| 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: 40-41, 78-79, 116-117, 152-153, 190-191 |
| CT-2-D2 identifying and participating in age-appropriate sports or games from the target cultures; (4, 5) | SE: 217, 228, 234, 242-243 |

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| CT-2-D3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5) | SE: 82 |
| CT-2-D4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4) | SE: 48-49, 86, 124, 160, 198, 238 TWE: MC 49, 198 |
| CT-2-D5 planning a real or imaginary trip. (2, 3, 4) | SE: 195 |
| 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) | TWE: CC 131 |
| CT-3-D2 identifying and using vocabulary related to the world of work; (1, 4) | SE: <i>Conexiones</i> 166-167 |
| CT-3-D3 reading and writing work-related notes and messages; (1) | SE: <i>¡Comprendes!</i> 167 TWE: LR 187, 216, 233 |
| CT-3-D4 reading and extracting information from materials, such as graphs and schedules; (2, 3, 4) | SE: 145 TWE: LR 184 |

Codes Used for TWE Pages

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| AC | Art Connection |
| ASL | About the Spanish Language |
| CC | Career Connection |
| HC | History Connection |
| I | Investigaciones |
| LP | Learning from Photos |
| LR | Learning from Realia |
| MC | Music Connection |
| NS | National Standards |
| O | ¡Ojo! |
| P | Presentation |
| PA | Paired Activities |
| PN | Pronunciación |
| Pr | Practice |
| SC | Spotlight on Culture |
| TPR | Total Physical Response |
| UA | Universal Access |
| WD | Writing Development |