

GLENCOE CORRELATION
GALERÍA DE ARTE Y VIDA
LOUISIANA
Foreign Language Content Standards
Benchmarks 9-12

CONTENT STANDARDS	PAGE REFERENCES
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-E1 demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings; (1)	SE: <i>Por si acaso</i> 9, 13 <i>Comprensión</i> 13, 17, 25, 52, 62 <i>Para continuar conversando</i> 17 <i>Para practicar</i> 25 TAE: 52 N 17, 59
CM-1-E2 demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts; (1, 4)	SE: 3, 5 <i>Para presentar la lectura</i> 2 <i>Para entablar conversación</i> 2 <i>Comprensión</i> 4, 6, 9 <i>Por si acaso</i> 4 TAE: N 3, 4, 5, 6
CM-1-E3 identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences; (1, 4)	SE: 103, 104 <i>Para seguir conversando</i> 69 <i>Para entablar conversación</i> 249 TAE: N 69, 131, 137, 139, 178, 207, 249
CM-1-E4 identifying the main ideas from written or oral media, such as film, documentaries, and other presentations; (1, 4)	SE: 100-101, 127-129, 136-139 <i>Por si acaso</i> 9 <i>Comprensión</i> 68, 102, 130 <i>Para aplicar</i> 140 TAE: N 21 SSQ 72 RS 127 PR 133
CM-1-E5 understanding and applying information using mathematics, scheduling, weather or climate; (1, 3, 4)	SE: <i>El tiempo para hoy en México</i> 117 B 117 <i>Los números ordinales</i> 377 <i>Ejercicios</i> 378-380 TAE: 117
CM-1-E6 demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures; (1, 3, 4)	SE: 100-101, 347, 348 <i>Por si acaso</i> 9, 184 <i>Comprensión</i> 102 TAE: N 90, 297 PR 93 AA 183 WB: <i>Segunda lectura</i> 79 <i>Comprensión</i> 79

CONTENT STANDARDS	PAGE REFERENCES
CM-1-E7 interpreting visual and auditory cues, such as gestures and intonation. (1)	SE: <i>Conversación I</i> 233 <i>Actividades</i> 234
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-E1 following and giving detailed instructions for participating in age-appropriate classroom and cultural activities; (1)	SE: 30 <i>Por si acaso</i> 9, 184, 193 <i>Para continuar conversando</i> 147 <i>Actividades</i> 236 TAE: N 178, 193, 215, 217, 249 AA 183
CM-2-E2 requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings; (1, 5)	SE: <i>Por si acaso</i> 184, 193, 256 TAE: AA 183 N 193, 215, 224, 249 PR 251, 285
CM-2-E3 exchanging information about past, current, or future events in the target cultures or those being studied in another subject; (1, 3, 4)	SE: <i>Por si acaso</i> 146 TAE: N 90, 102, 131, 136, 137, 139, 146 PR 99, 133 RS 127 PRA 148
CM-2-E4 sharing ideas about and personal reactions to a variety of sources, both live and recorded; (1, 4)	SE: <i>Para continuar conversando</i> 131 TAE: N 63, 90, 131, 137, 139 AQ 63 PR 93, 99, 133 PRA 123 RS 127
CM-2-E5 describing issues and problems that are of concern to members of the native and target cultures; (1, 2, 3, 5)	SE: <i>Para gozar</i> 147 TAE: PR 49, 133 PRA 123 RS 127 N 131, 137, 139, 142, 143, 146, 148
CM-2-E6 negotiating the acquisition of goods, services, or information, according to changing circumstances; (1, 4)	SE: <i>Para seguir conversando</i> 69 <i>Por si acaso</i> 184, 193 TAE: AA 183 N 69, 193, 302 PR 295, 319 RS 323
CM-2-E7 using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)	SE: <i>Por si acaso</i> 184, 193, 256 <i>Conversación I</i> 233 <i>Actividades</i> 234 TAE: AA 183 N 193, 249 PR 285, 287

CONTENT STANDARDS	PAGE REFERENCES
CM-2-E8 exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues. (1, 3, 5)	SE: <i>Para continuar conversando</i> 141 <i>Actividades</i> 141 TAE: N 21, 102, 131, 136, 137, 139 PR 99, 133 PRA 123 RS 127
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-E1 summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas; (1, 4)	SE: <i>Por si acaso</i> 9 <i>Comprensión</i> 102 <i>Actividades</i> 102 TAE: AA 11 PR 49, 99, 133 N 69, 90, 102, 124 PRA 123
CM-3-E2 producing information incorporating numbers, time, and weather; (1, 4)	SE: <i>El tiempo para hoy en México</i> 117 <i>B</i> 117 <i>Los números ordinales</i> 377 <i>Ejercicios</i> 378-380 TAE: 117
CM-3-E3 writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures; (1, 4)	SE: <i>Por si acaso</i> 193, 226 <i>En hora de necesidad</i> 305 <i>Actividades</i> 305, 339 TAE: N 21, 139, 193, 305, 338 AA 183 WB: Q 21
CM-3-E4 performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language; (1)	SE: 169-171, 227-230, 232, 235-236 <i>Por si acaso</i> 193 TAE: N 21, 193, 227, 231, 235 RS 93, 169
CM-3-E5 writing a letter or an article for presentation or publication expressing opinions about an issue; (1, 3, 4, 5)	SE: 53-54 <i>Para practicar</i> 55 <i>Por si acaso</i> 55 TAE: 53 AA 11 N 53, 231, 236, 262 PR 133
CM-3-E6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services; (1, 2, 3, 4)	SE: <i>Actividades</i> 267, 305 <i>En hora de necesidad</i> 305 TAE: N 267, 305
CM-3-E7 summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures; (1, 4)	SE: 136-139 <i>Comprensión</i> 96, 172, 192, 262 <i>Por si acaso</i> 184 TAE: AA 11 N 166 WB: <i>Poema</i> 20 56 <i>Comprensión</i> 57

CONTENT STANDARDS	PAGE REFERENCES
CM-3-E8 preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film. (1, 3, 4)	SE: <i>Para preparar la escena</i> 165 TAE: AA 11, 183 PR 99, 165, 319 PRA 123, 148 N 139 RS 253
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-E1 using appropriate verbal and nonverbal behaviors reflecting formal and informal situations; (1)	SE: <i>Por si acaso</i> 226 <i>Conversación I</i> 233, 305 <i>Actividades</i> 234 <i>Ejercicios</i> 244 TAE: N 77, 79, 249, 297 RS 253
CL-1-E2 describing and evaluating commonly held generalizations about the target cultures; (1, 2, 3)	SE: <i>Por si acaso</i> 146 TAE: N 100, 137, 139, 142, 143, 146, 148, 166 RS 127 PR 133, 169
CL-1-E3 identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment; (1, 5)	SE: <i>D</i> 161 TAE: N 178
CL-1-E4 identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices; (4)	SE: 100-101, 127-129 <i>Para presentar la lectura</i> 99, 124 <i>Comprensión</i> 102 TAE: PR 64, 99, 127, 133 N 100, 124 RS 127
CL-1-E5 integrating culturally embedded words, phrases, and idioms in everyday communication; (1)	SE: <i>Para aumentar el vocabulario</i> 125, 133, 142 <i>Palabras clave II</i> 126, 134 <i>Palabras clave III</i> 135 <i>Práctica</i> 142 TAE: N 125, 133, 137, 142, 143
CL-1-E6 describing social customs related to religion, school, government, family life, folklore, and holidays; (3, 4, 5)	SE: <i>Para presentar la lectura</i> 99 <i>Por si acaso</i> 146 TAE: PR 64, 99, 133, 169 N 100, 143, 146, 148, 149 PRA 148
CL-1-E7 comparing and contrasting cultural practices, expressions, and social customs among same-language cultures; (4)	SE: <i>Para presentar la lectura</i> 99 <i>Por si acaso</i> 146 TAE: PR 99 N 100, 137, 139, 142, 143, 146, 148, 149, 165

CONTENT STANDARDS	PAGE REFERENCES
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-E1 identifying, describing, and/or producing symbols and products typical of the target cultures; (1, 3)	SE: <i>Por si acaso</i> 174, 193 TAE: AA 11, 193 PR 99, 169 N 166, 178 WB: <i>Adelita</i> 66 <i>Comprensión</i> 66-67, 68-69 <i>Simón Bolívar</i> 68
CL-2-E2 discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music; (1, 4)	SE: 139, 235-236 <i>Para presentar la lectura</i> 175 <i>Por si acaso</i> 193 <i>Conversación II</i> 235 TAE: AA 11 N 139, 178, 193, 236 PR 169 WB: 56
CL-2-E3 summarizing the effects of the target cultures = contributions/products on other societies. (1, 4)	SE: 100-101 <i>Comprensión</i> 102 <i>Para presentar la lectura</i> 226 TAE: AA 11 PRA 123 RS 127 PR 133, 169 N 137, 139 PRN 188
CONNECTIONS STRAND	
CONNECTIONS STANDARD 1	
Reinforcement	
Students reinforce and further their knowledge of other disciplines through the second language.	
CN-1-E1 locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills; (1, 4)	SE: 100-101 <i>Comprensión</i> 102 <i>Actividades</i> 102 <i>Por si acaso</i> 132 TAE: AA 11 PR 64, 99, 133 N 102, 149 RS 127 PRA 148
CN-1-E2 discussing topics from other school subjects in the target language; (1, 4)	SE: <i>Comprensión</i> 102 <i>Por si acaso</i> 132 TAE: AA 11 PR 64, 99, 133 N 102, 136, 148, 149 PRA 123 RS 127

CONTENT STANDARDS	PAGE REFERENCES
CN-1-E3 combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom. (1, 4)	SE: 100-101 <i>Comprensión</i> 102 <i>Actividades</i> 102 <i>Por si acaso</i> 132 <i>Para continuar conversando</i> 147 B 158 TAE: PR 99, 133 N 102, 136, 148, 149
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-E1 comparing information found in authentic materials in both the native and target languages on topics of personal interest. (4)	SE: <i>Por si acaso</i> 146, 174 TAE: AA 11, 174 PR 99, 133 RS 127 N 136, 146, 148, 149 PRA 148
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-E1 describing grammatical elements of the target language and comparing them with grammatical elements in the native language; (1, 3, 4)	SE: 200-201, 277, 278 <i>Estructura</i> 150, 196-197, 237-238, 241 <i>Ejercicios</i> 197-200, 238-240, 242, 279-280 TAE: 200
CP-1-E2 using cognates and false cognates appropriately; (1, 4)	SE: <i>¡Ojo!</i> 43, 87, 121, 163, 205, 245, 281, 317, 351, 381 TAE: N 8, 317
CP-1-E3 comparing meanings of words, idioms, and/or vocal inflections of the target and native languages; (1, 4)	SE: 247, 283 <i>Modismos y expresiones</i> 163, 205, 245 <i>¡Ojo!</i> 163, 245, 281 TAE: N 165, 245, 247, 283
CP-1-E4 comparing formal and informal expressions of the native and target languages; (1, 2, 5)	SE: 283 <i>Conversación I</i> 233 <i>Ejercicios</i> 238-240, 244 <i>Modismos y expresiones</i> 245 <i>Conversación</i> 305 TAE: N 77, 79, 283, 297
CP-1-E5 comparing and contrasting the writing and sound systems of the target and native languages; (1, 3, 4)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> TWE: ASL 25, 50, 153, 190, 291, 355, 357, 386, 399 CCC 258
CP-1-E6 using and comparing the structural patterns of the target and native languages; (1)	SE: 270, 278 <i>Estructura</i> 150, 196-197, 237-238, 241, 268-269 <i>Ejercicios</i> 197-200, 238-240, 242, 279-280 TAE: 200

CONTENT STANDARDS	PAGE REFERENCES
CP-1-E7 expressing ideas in a variety of ways. (1, 2)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> SE: <i>Lenguaje</i> 305 TWE: ASL 63, 119, 190, 291, 300, 301, 305 VE 97 IA 106 TR 143 PA 160
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-E1 identifying and comparing perspectives and practices of the target culture with those of the native culture; (1, 4, 5)	SE: <i>Por si acaso</i> 146 <i>Actividades</i> 149 TAE: PR 64, 99, 133 PRA 123 N 137, 139, 142, 143, 146, 149
CP-2-E2 describing the relationship between the products and perspectives in the target culture and comparing these with the native culture; (1, 3, 4)	SE: <i>Actividades</i> 149, 236 <i>Para continuar conversando</i> 174 <i>Por si acaso</i> 174 <i>Conversación II</i> 235 TAE: PR 99, 169 PRA 123 RS 127 N 136, 149 PRN 188
CP-2-E3 comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental); (1, 3, 4, 5)	SE: <i>Para presentar la lectura</i> 175 TAE: PR 64, 99, 133, 175, 251, 285, 287 N 136, 284
CP-2-E4 identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres. (1, 4)	SE: 136-139 <i>Para presentar la lectura</i> 133 <i>Comprensión</i> 140 <i>Actividades</i> 141, 149 <i>Por si acaso</i> 174 TAE: PR 133 N 136, 137, 139, 141, 143
COMMUNITIES STRAND	
COMMUNITIES STANDARD 1 Learning Students use the language both within and beyond the school setting.	
CT-1-E1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern; (1, 3, 4)	SE: 53-54 <i>Para practicar</i> 55 <i>Por si acaso</i> 55, 174, 184 <i>Conversación I</i> 233 <i>Actividades</i> 234 TAE: 53 N 53 AA 183 PR 251 WB: 106

CONTENT STANDARDS	PAGE REFERENCES
CT-1-E2 using community resources to research a topic related to culture and/or language study; (3, 4)	SE: <i>Actividades</i> 102 <i>Por si acaso</i> 174, 184 TAE: AA 11, 183 PR 99, 133 N 102, 226, 320
CT-1-E3 participating in age-appropriate class or club activities which benefit the school or community; (4, 5)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> SE: <i>Actividades comunicativas</i> 83, 272, 287 TWE: CL 62, 129, 292 O 102 CP 201, 295 NS 292
CT-1-E4 presenting researched material about foreign language and culture to others in the community; (1, 2, 3, 4)	SE: <i>Actividades</i> 102 <i>Por si acaso</i> 174, 184, 328 TAE: PR 99 N 102, 174, 303, 320 AA 183
CT-1-E5 preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)	SE: <i>Actividades</i> 174, 305 <i>En hora de necesidad</i> 305 TAE: PR 99 N 174, 305
COMMUNITIES STANDARD 2 Enrichment Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.	
CT-2-E1 reading materials and/or watching television programs (films, sports) from the target language and cultures for enjoyment; (3, 4)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> SE: 98-100, 145-148 TWE: AP 98 NS 99, 145, 243, 347, 349 CP 103 CL 111 TR 146 LC 349
CT-2-E2 participating in age-appropriate sports or games from the target cultures; (4, 5)	SE: D 161
CT-2-E3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)	SE: D 161
CT-2-E4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> SE: 240-241 <i>Vocabulario</i> 140 <i>Práctica</i> 141 <i>Actividades comunicativas</i> 144, 243 TWE: R 140 TR 143, 241 NS 143, 240, 241

CONTENT STANDARDS	PAGE REFERENCES
CT-2-E5 planning a real or imaginary trip. (2, 3, 4)	See Glencoe's <i>¡Buen Viaje! Spanish 3</i> SE: <i>Actividades comunicativas</i> 13, 208, 266 <i>Actividad comunicativa</i> 15 TWE: CCC 11 CL 13, 111, 167, 186 O 14 VE 87 GC 266
COMMUNITIES STANDARD 3	
Careers	
Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.	
CT-3-E1 identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required; (5)	SE: <i>Ejercicios</i> 244
CT-3-E2 writing and presenting work-related scenarios which incorporate appropriate vocabulary; (1, 4)	SE: 53-54 <i>Para practicar</i> 55 <i>Por si acaso</i> 55 <i>Ejercicios</i> 244 <i>Actividades</i> 267 TAE: 53 N 53, 267
CT-3-E3 reading and writing work-related notes, messages, and letters; (1)	SE: <i>Actividades</i> 267 TAE: N 87, 267 WB: 106
CT-3-E4 interpreting work-related materials, such as graphs and schedules; (2, 3, 4)	SE: <i>El tiempo para hoy en México</i> 117 <i>B</i> 117 TAE: 117
CT-3-E5 identifying and using workplace-appropriate verbal and nonverbal behaviors. (1, 4, 5)	SE: <i>Ejercicios</i> 244 TAE: N 87

Codes Used for TAE Pages

AA	Additional Activities
AQ	Additional Questions
N	Note
PR	Pre-reading
PRA	Pre-reading Activities
PRN	Pre-reading Note
RS	Reading Strategies
SSQ	Suggestions for Specific Questions