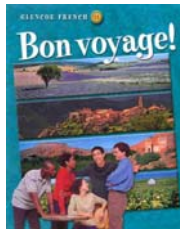


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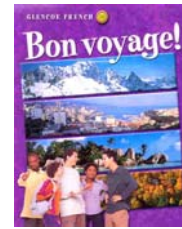
Level 1A



ISBN# 0-07-824265-7

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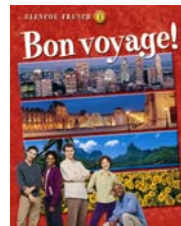
Level 1B



ISBN# 0-07-824266-5

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Level 1



ISBN# 0-07-821256-1

correlated to

**Tennessee
Foreign Language Goals
and Objectives for Beginning
Modern Languages**

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Tennessee Standards

The Glencoe *Bon voyage!* series provides students with an opportunity to study and learn the French language with the goal of reading, writing, and speaking in a fluent manner. The content of the text is divided evenly between instruction in French grammar, syntax, vocabulary and exposure to other people and cultures that utilize French in everyday life. *Bon voyage!* Level 1 is a complete beginning program. It is also divided into Levels 1A and 1B for maximum adaptability at either the middle school or high school level.

Each chapter of the *Bon voyage!* program is organized into sections, and every one of these sections presents the student with new information or a new way of reinforcing that information. The *Vocabulaire* section introduces new French words and phrases to the students, in context, facilitating ease of understanding. The **Structure** section focuses on building communicative competence by instructing students in the elements of French grammar and syntax. In the **Conversation** section, students train their ear to the new language by listening to recorded dialogues while following along in the text. Each Conversation section is followed by a lesson in **Prononciation**, which provides the students with information on a new consonant or vowel sound unique to the French language. Also included are *Lectures culturelles*, short passages written in French accompanied by questions to check reading comprehension. These passages not only strengthen the students' understanding of French, but they also serve to heighten students' cultural awareness. *Connexions* are brief essays describing the correlation between French and other disciplines, providing the students with a point a reference in terms of applicability. In the *C'est a vous* section students apply their new knowledge by composing in French, either orally or in writing.

The **Assessment** section enables the students to test themselves, simultaneously giving the students a chance to see what they've really learned as well as point out the areas in which they need to focus. Each chapter concludes with a *Technotour* consisting of video and online components that take the students beyond the text to learn more about French culture and language. The **National Geographic Reflets** feature contains stunning photographs that examine different regions of the Francophone world and provide a picture of life and culture in that region.

There are icons present in every chapter to indicate additional features that provide different and valuable methods of reinforcement. **Audio Link** icons indicate material in the chapter that is recorded on compact disk format and/or audiocassette. The **Recycling** icon points to sections that review previously introduced material. A **Paired Activity** icon denotes sections where students practice orally with a partner and **Group Activity** icons mark activities where students work in a group setting. The **Encore Plus** icon makes students aware of additional practice activities that review knowledge picked up in current chapters.

The Tennessee State Standards for Beginning Modern Languages are met thoroughly. Planning Guides, found at the beginning of each chapter in the teacher's edition, indicate the objectives addressed in that chapter. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions, thereby

meeting the goal of communicating in languages other than English. The *Bon voyage!* program provides many opportunities for students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. The **Connexions** feature allows students to reinforce and further their knowledge of other disciplines through the foreign language. Students also demonstrate understanding of the nature of language through comparisons of language studied and their own. Finally, *Bon voyage!* encourages students to use the language both within and beyond the school setting, providing them with an exposure to the Multicultural Communities and Global Societies.

The **Teacher Wraparound Edition** includes pacing suggestions, teaching suggestions, supplemental information, cross-references, and lesson and chapter review answers. Teachers will discover that the consistent, easy-to-follow lesson plan format gives a variety of teaching strategies to motivate students, to introduce, teach, and reinforce concepts, and to provide alternative teaching strategies for adapting the program to meet individual needs of students.

National Standards

Communicate in Languages Other than English

National Standards are referenced throughout the text, corresponding to the specific material addressed in the chapter. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This goal is met through the use of the *Vocabulaire*, **Structure**, **Conversation**, **Pronunciation**, *C'est a vous*, and **Assessment** components.

Gain Knowledge and Understanding of Other Cultures

Le monde francophone takes students to many places where they will be able to use their French. With the *Technotour* feature, students learn to appreciate the expanse of the Francophone world. Through use of *Vocabulaire*, *Lectures culturelles*, and *Connexions* components students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Finally, the *Lecture supplementaires* are optional cultural readings that reinforce the chapter theme.

Connect with Other Disciplines and Acquire Information

The use of the *Connexions* component gives students multiple opportunities to reinforce and further their knowledge of other disciplines through the foreign language. A fine art connection to the chapter topic serves as a springboard for discussion. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Develop Insight into Own Language and Culture

The *Lectures culturelles* and *Connexions* components allow students to demonstrate understanding of the nature of language through comparisons of the language studied and their own. The cultural readings use learned language to reinforce the chapter theme.

Participate in Multilingual Communities and Global Societies

Students use the language both within and beyond the school setting. With the help of the *Connexions* and *C'est à vous* components, students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Assessment

A variety of assessment options are available throughout *Bon voyage!*. Each *Lectures culturelles* section is accompanied by questions students can use to assess their reading comprehension. Each chapter concludes with a *C'est à vous* section and an **Assessment** section. In *C'est à vous* students compose either in writing or orally in order to practice and reinforce French mastery. Each **Assessment** consists of questions covering vocabulary (Vocabulaire), grammar and syntax (Structure), and cultural understanding (Culture). These questions simultaneously give the students a chance to see what they've really learned as well as point out the areas in which they need to focus more.

In addition, the Teacher Resource package provides several different types of assessment. **Quizzes** check comprehension of vocabulary and structure. **Performance Assessments** provide teachers with a variety of reality-based tasks as well as rubrics for grading the tasks. The **Test Booklet** includes chapter and unit tests in reading, writing, listening and speaking. Proficiency tests are also included. The *Bon voyage!* **ExamView® Pro CD-ROM** allows teachers to easily customize tests by choosing from an existing bank of questions, editing questions, or creating teacher-designed tests in a matter of minutes.

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CORRELATED TO

**TENNESSEE
FOREIGN LANGUAGE GOALS AND OBJECTIVES
FOR BEGINNING MODERN LANGUAGES**

OBJECTIVES	PAGE REFERENCES
GOAL ONE: Communicate in Languages Other Than English	
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<ul style="list-style-type: none"> • give and follow simple instructions. 	<p><u>Level 1A</u> SE: 9, 11, 14, 26, 30, 33, 90, 94, 123, 126, 154–155, 158–159, 162, 165, 166, 194, 228</p> <p>TWE: 9, 11, 14, 26, 30, 33, 90, 94, 123, 126, 154–155, 158–159, 162, 165, 166, 194, 228</p> <p><u>Level 1B</u> SE: 268, 270, 272, 300, 303, 306, 337, 408, 474, 475</p> <p>TWE: 268, 270, 272, 300, 303, 306, 337, 408, 474, 475</p> <p><u>Level 1</u> SE: 9, 11, 14, 26, 30, 33, 90, 94, 123, 126, 154–155, 158–159, 162, 165, 166, 194, 228, 268, 270, 272, 300, 303, 306, 337, 408, 474, 475</p> <p>TWE: 9, 11, 14, 26, 30, 33, 90, 94, 123, 126, 154–155, 158–159, 162, 165, 166, 194, 228, 268, 270, 272, 300, 303, 306, 337, 408, 474, 475</p>
<ul style="list-style-type: none"> • express personal likes and dislikes. 	<p><u>Level 1A</u> SE: 33, 53, 83, 95, 201, 230</p> <p>TWE: 33, 53, 83, 95, 201, 230</p> <p><u>Level 1</u> SE: 33, 53, 83, 95, 201, 230</p> <p>TWE: 33, 53, 83, 95, 201, 230</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange everyday information with peers. 	<p><u>Level 1A</u></p> <p>SE: 2–9, 10–15, 18–21, 30–32, 33–35, 42–43, 74–75, 104–105, 136–137, 178–179, 212–213, 242–243</p> <p>TWE: 2–9, 10–15, 18–21, 30–32, 33–35, 42–43, 74–75, 104–105, 136–137, 178–179, 212–213, 242–243</p> <p><u>Level 1B</u></p> <p>SE: 284–285, 316–317, 348–349, 380–381, 424–425, 458–457, 488–489</p> <p>TWE: 284–285, 316–317, 348–349, 380–381, 424–425, 458–457, 488–489</p> <p><u>Level 1</u></p> <p>SE: 2–9, 10–15, 18–21, 30–32, 33–35, 42–43, 74–75, 104–105, 136–137, 178–179, 212–213, 242–243, 284–285, 316–317, 348–349, 380–381, 424–425, 458–457, 488–489</p> <p>TWE: 2–9, 10–15, 18–21, 30–32, 33–35, 42–43, 74–75, 104–105, 136–137, 178–179, 212–213, 242–243, 284–285, 316–317, 348–349, 380–381, 424–425, 458–457, 488–489</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • express basic needs and courtesies. 	<p><u>Level 1A</u> SE: 2–9, 11, 14–15, 51, 87, 154–155, 158–159, 187, 190, 224</p> <p>TWE: 2–9, 11, 14–15, 51, 87, 154–155, 158–159, 187, 190, 224</p> <p><u>Level 1B</u> SE: 464–465, 468–469</p> <p>TWE: 464–465, 468–469</p> <p><u>Level 1</u> SE: 2–9, 11, 14–15, 51, 87, 154–155, 158–159, 187, 190, 224, 464–465, 468–469</p> <p>TWE: 2–9, 11, 14–15, 51, 87, 154–155, 158–159, 187, 190, 224, 464–465, 468–469</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange information using time, date, and location. 	<p><u>Level 1A</u></p> <p>SE: 10–11, 12–13, 14–15, 24–25, 62, 82, 116–117, 133, 162–164, 166–167</p> <p>TWE: 10–11, 12–13, 14–15, 24–25, 62, 82, 116–117, 133, 162–164, 166–167</p> <p><u>Level 1B</u></p> <p>SE: 260–262, 264, 272–274, 294, 296, 308–309, 314–315, 325, 400–401, 464–465</p> <p>TWE: 260–262, 264, 272–274, 294, 296, 308–309, 314–315, 325, 400–401, 464–465</p> <p><u>Level 1</u></p> <p>SE: 10–11, 12–13, 14–15, 24–25, 62, 82, 116–117, 133, 162–164, 166–167, 260–262, 264, 272–274, 294, 296, 308–309, 314–315, 325, 400–401, 464–465</p> <p>TWE: 10–11, 12–13, 14–15, 24–25, 62, 82, 116–117, 133, 162–164, 166–167, 260–262, 264, 272–274, 294, 296, 308–309, 314–315, 325, 400–401, 464–465</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange greetings and personal information. 	<p><u>Level 1A</u></p> <p>SE: 2–8, 14, 18–23, 30–32, 33–35, 42–43, 60–61, 62–63, 74–75, 104–105, 112–115, 120–122, 123–125, 154–161, 166–167, 170–171, 178, 204, 212, 224, 232–233, 242</p> <p>TWE: 2–8, 14, 18–23, 30–32, 33–35, 42–43, 60–61, 62–63, 74–75, 104–105, 112–115, 120–122, 123–125, 154–161, 166–167, 170–171, 178, 204, 212, 224, 232–233, 242</p> <p><u>Level 1B</u></p> <p>SE: 284, 308–309, 332–334, 335–336, 348, 367–368, 380, 390–391, 424, 440–441, 456, 464–465, 475, 488</p> <p>TWE: 284, 308–309, 332–334, 335–336, 348, 367–368, 380, 390–391, 424, 440–441, 456, 464–465, 475, 488</p> <p><u>Level 1</u></p> <p>SE: 2–8, 14, 18–23, 30–32, 33–35, 42–43, 60–61, 62–63, 74–75, 104–105, 112–115, 120–122, 123–125, 154–161, 166–167, 170–171, 178, 204, 212, 224, 232–233, 242, 284, 308–309, 332–334, 335–336, 348, 367–368, 380, 390–391, 424, 440–441, 456, 464–465, 475, 488</p> <p>TWE: 2–8, 14, 18–23, 30–32, 33–35, 42–43, 60–61, 62–63, 74–75, 104–105, 112–115, 120–122, 123–125, 154–161, 166–167, 170–171, 178, 204, 212, 224, 232–233, 242, 284, 308–309, 332–334, 335–336, 348, 367–368, 380, 390–391, 424, 440–441, 456, 464–465, 475, 488</p>

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OBJECTIVES	PAGE REFERENCES
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.	
<ul style="list-style-type: none"> • comprehend simple oral messages. 	<u>Level 1A</u> SE: 34, 66, 96, 128, 170, 204, 234 TWE: 34, 66, 96, 128, 170, 204, 234
	<u>Level 1B</u> SE: 276, 308, 340, 372, 416, 448, 480 TWE: 276, 308, 340, 372, 416, 448, 480
	<u>Level 1</u> SE: 34, 66, 96, 128, 170, 204, 234, 276, 308, 340, 372, 416, 448, 480 TWE: 34, 66, 96, 128, 170, 204, 234, 276, 308, 340, 372, 416, 448, 480

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • discern main ideas and identify principal characters from age appropriate media. 	<p><u>Level 1A</u></p> <p>SE: 36–37, 68–69, 98–99, 130–131, 172–173, 206–207, 236–237, 504–509, 510–511</p> <p>TWE: 36–37, 68–69, 98–99, 130–131, 172–173, 206–207, 236–237, 504–509, 510–511</p> <p><u>Level 1B</u></p> <p>SE: 278–279, 310–311, 342–343, 374–375, 418–419, 450–451, 482–483, 504–509, 510–511, 512–517, 518–523</p> <p>TWE: 278–279, 310–311, 342–343, 374–375, 418–419, 450–451, 482–483, 504–509, 510–511, 512–517, 518–523</p> <p><u>Level 1</u></p> <p>SE: 36–37, 68–69, 98–99, 130–131, 172–173, 206–207, 236–237, 278–279, 310–311, 342–343, 374–375, 418–419, 450–451, 482–483, 504–509, 510–511, 512–517, 518–523</p> <p>TWE: 36–37, 68–69, 98–99, 130–131, 172–173, 206–207, 236–237, 278–279, 310–311, 342–343, 374–375, 418–419, 450–451, 482–483, 504–509, 510–511, 512–517, 518–523</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • understand everyday brief, written messages and short personal notes. 	<u>Level 1A</u> SE: 38–39, 70–71, 100–101, 132–133, 174–175, 208–209, 238–239 TWE: 38–39, 70–71, 100–101, 132–133, 174–175, 208–209, 238–239
	<u>Level 1B</u> SE: 280–281, 312–313, 344–345, 376–377, 420–421, 452–453, 484–485 TWE: 280–281, 312–313, 344–345, 376–377, 420–421, 452–453, 484–485
	<u>Level 1</u> SE: 38–39, 70–71, 100–101, 132–133, 174–175, 208–209, 238–239, 280–281, 312–313, 344–345, 376–377, 420–421, 452–453, 484–485 TWE: 38–39, 70–71, 100–101, 132–133, 174–175, 208–209, 238–239, 280–281, 312–313, 344–345, 376–377, 420–421, 452–453, 484–485
	<u>Level 1A</u> SE: 35, 67, 97, 129, 171, 205, 235 TWE: 35, 67, 97, 129, 171, 205, 235
	<u>Level 1B</u> SE: 277, 309, 341, 373, 417, 449, 481 TWE: 277, 309, 341, 373, 417, 449, 481
	<u>Level 1</u> SE: 35, 67, 97, 129, 171, 205, 235, 277, 309, 341, 373, 417, 449, 481 TWE: 35, 67, 97, 129, 171, 205, 235, 277, 309, 341, 373, 417, 449, 481

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • identify people and objects from oral and written descriptions. 	<p><u>Level 1A</u></p> <p>SE: 18–19, 22–23, 50–51, 54–55, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225</p> <p>TWE: 18–19, 22–23, 50–51, 54–55, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225</p> <p><u>Level 1B</u></p> <p>SE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p><u>Level 1</u></p> <p>SE: 18–19, 22–23, 50–51, 54–55, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 18–19, 22–23, 50–51, 54–55, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p>
<p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • present simple, oral presentations about family, friends, school, and home. 	<p><u>Level 1A</u> SE: 42, 74, 136, 212</p> <p>TWE: 42, 74, 136, 212</p> <p><u>Level 1B</u> SE: 284, 348, 380, 456, 488</p> <p>TWE: 284, 348, 380, 456, 488</p> <p><u>Level 1</u> SE: 42, 74, 136, 212, 284, 348, 380, 456, 488</p> <p>TWE: 42, 74, 136, 212, 284, 348, 380, 456, 488</p>
<ul style="list-style-type: none"> • list activities that take place in their daily lives. 	<p><u>Level 1A</u> SE: 11, 14, 82–83, 87, 90–93, 94, 224</p> <p>TWE: 11, 14, 82–83, 87, 90–93, 94, 224</p> <p><u>Level 1B</u> SE: 357, 361, 400–403, 404–407, 433, 465</p> <p>TWE: 357, 361, 400–403, 404–407, 433, 465</p> <p><u>Level 1</u> SE: 11, 14, 82–83, 87, 90–93, 94, 224, 357, 361, 400–403, 404–407, 433, 465</p> <p>TWE: 11, 14, 82–83, 87, 90–93, 94, 224, 357, 361, 400–403, 404–407, 433, 465</p>
<ul style="list-style-type: none"> • recite proverbs, short poems, songs, and anecdotes. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 60, 511</p> <p>TWE: 60, 511</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • write short, informal notes or messages about themselves, friends, family, and school activities. 	<u>Level 1A</u> SE: 43, 75, 105, 137, 179, 213, 243 TWE: 43, 75, 105, 137, 179, 213, 243
	<u>Level 1B</u> SE: 285, 316, 349, 381, 425, 457, 489 TWE: 285, 316, 349, 381, 425, 457, 489
	<u>Level 1</u> SE: 43, 75, 105, 137, 179, 213, 243, 285, 316, 349, 381, 425, 457, 489 TWE: 43, 75, 105, 137, 179, 213, 243, 285, 316, 349, 381, 425, 457, 489

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OBJECTIVES	PAGE REFERENCES
GOAL TWO: Gain Knowledge and Understanding of Other Cultures	
Standard 2.1 Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.	
<ul style="list-style-type: none"> • identify and compare patterns of behavior or interactions in a variety of everyday settings. <p>(continued on next page)</p>	<p><u>Level 1A</u></p> <p>SE: 2–8, 36–37, 50–51, 70, 82–83, 98–99, 100, 154–155, 158–159, 174, 186–187, 190–191, 221, 224–225, 236–237</p> <p>TWE: 2–8, 36–37, 50–51, 70, 82–83, 98–99, 100, 154–155, 158–159, 174, 186–187, 190–191, 221, 224–225, 236–237</p> <p><u>Level 1B</u></p> <p>SE: 260–261, 264–265, 278–279, 292–293, 296–297, 357, 361, 375–375, 376, 400–401, 404–405, 418–419, 420–421, 432–433, 450–451, 464–465, 468–469, 482</p> <p>TWE: 260–261, 264–265, 278–279, 292–293, 296–297, 357, 361, 375–375, 376, 400–401, 404–405, 418–419, 420–421, 432–433, 450–451, 464–465, 468–469, 482</p>

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OBJECTIVES	PAGE REFERENCES
(continued from previous page)	<p><u>Level 1</u> SE: 2–8, 36–37, 50–51, 70, 82–83, 98–99, 100, 154–155, 158–159, 174, 186–187, 190–191, 221, 224–225, 236–237, 260–261, 264–265, 278–279, 292–293, 296–297, 357, 361, 375–375, 376, 400–401, 404–405, 418–419, 420–421, 432–433, 450–451, 464–465, 468–469, 482</p> <p>TWE: 2–8, 36–37, 50–51, 70, 82–83, 98–99, 100, 154–155, 158–159, 174, 186–187, 190–191, 221, 224–225, 236–237, 260–261, 264–265, 278–279, 292–293, 296–297, 357, 361, 375–375, 376, 400–401, 404–405, 418–419, 420–421, 432–433, 450–451, 464–465, 468–469, 482</p>
• use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions.	<p><u>Level 1A</u> SE: 2–9, 11, 14–15</p> <p>TWE: 2–9, 11, 14–15</p> <p><u>Level 1B</u> SE: 253, 336, 349</p> <p>TWE: 253, 336, 349</p> <p><u>Level 1</u> SE: 2–9, 11, 14–15</p> <p>TWE: 2–9, 11, 14–15</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • experience products of the culture such as songs, stories, games, traditional celebrations and art. 	<u>Level 1A</u> SE: 39, 101, 130–131, 133, 134–135, 155, 206–207, 209, 240–241, 504–509, 510–511 TWE: 39, 101, 130–131, 133, 134–135, 155, 206–207, 209, 240–241, 504–509, 510–511
	<u>Level 1B</u> SE: 281, 342–343, 344–345, 378–379, 420–421, 450–451, 452–453, 454–455, 486, 504–509, 510–511, 512–517, 518–523 TWE: 281, 342–343, 344–345, 378–379, 420–421, 450–451, 452–453, 454–455, 486, 504–509, 510–511, 512–517, 518–523
	<u>Level 1</u> SE: 39, 101, 130–131, 133, 134–135, 155, 206–207, 209, 240–241, 281, 342–343, 344–345, 378–379, 420–421, 450–451, 452–453, 454–455, 486, 504–509, 510–511, 512–517, 518–523 TWE: 39, 101, 130–131, 133, 134–135, 155, 206–207, 209, 240–241, 281, 342–343, 344–345, 378–379, 420–421, 450–451, 452–453, 454–455, 486, 504–509, 510–511, 512–517, 518–523

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • describe tangible products of everyday living such as housing, food, and dress. 	<u>Level 1A</u> SE: 86, 100–101, 116–117, 155, 174–175, 186, 190–191, 206–207, 208–209, 221–221, 236–237, 238–239 TWE: 86, 100–101, 116–117, 155, 174–175, 186, 190–191, 206–207, 208–209, 221–221, 236–237, 238–239
	<u>Level 1B</u> SE: 292–293, 312–313, 342–343, 400, 404–405, 420–421 TWE: 292–293, 312–313, 342–343, 400, 404–405, 420–421
	<u>Level 1</u> SE: 86, 100–101, 116–117, 155, 174–175, 186, 190–191, 206–207, 208–209, 221–221, 236–237, 238–239, 292–293, 312–313, 342–343, 400, 404–405, 420–421 TWE: 86, 100–101, 116–117, 155, 174–175, 186, 190–191, 206–207, 208–209, 221–221, 236–237, 238–239, 292–293, 312–313, 342–343, 400, 404–405, 420–421

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OBJECTIVES	PAGE REFERENCES
GOAL THREE: Connect with Other Disciplines and Acquire Information	
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.	
<ul style="list-style-type: none"> • use information from the foreign language class in other subjects. 	<p><u>Level 1A</u></p> <p>SE: xv–xxvii, xxviii–xxix, 26, 28, 134–135, 165, 176–177, 196, 210–211, 240–241</p> <p>TWE: xv–xxvii, xxviii–xxix, 26, 28, 134–135, 165, 176–177, 196, 210–211, 240–241</p> <p><u>Level 1B</u></p> <p>SE: xv–xxvii, 314–315, 332, 378–379, 408, 413, 454–455, 475</p> <p>TWE: xv–xxvii, 314–315, 332, 378–379, 408, 413, 454–455, 475</p> <p><u>Level 1</u></p> <p>SE: xxi–xxxv, xxxvi–xxxvii, 26, 28, 134–135, 165, 176–177, 196, 210–211, 240–241, 314–315, 332, 378–379, 408, 413, 454–455, 475</p> <p>TWE: xxi–xxxv, xxxvi–xxxvii, 26, 28, 134–135, 165, 176–177, 196, 210–211, 240–241, 314–315, 332, 378–379, 408, 413, 454–455, 475</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • use data from other subjects in the foreign language class. 	<p><u>Level 1A</u></p> <p>SE: 40–41, 72–73, 102–103, 134–135, 176–177, 210–211, 240–241</p> <p>TWE: 40–41, 72–73, 102–103, 134–135, 176–177, 210–211, 240–241</p> <p><u>Level 1B</u></p> <p>SE: 282–283, 314–315, 346–347, 378–379, 422–423, 454–455, 486–487</p> <p>TWE: 282–283, 314–315, 346–347, 378–379, 422–423, 454–455, 486–487</p> <p><u>Level 1</u></p> <p>SE: 40–41, 72–73, 102–103, 134–135, 176–177, 210–211, 240–241, 282–283, 314–315, 346–347, 378–379, 422–423, 454–455, 486–487</p> <p>TWE: 40–41, 72–73, 102–103, 134–135, 176–177, 210–211, 240–241, 282–283, 314–315, 346–347, 378–379, 422–423, 454–455, 486–487</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • recognize some famous figures whose native language is the target language. 	<u>Level 1A</u> SE: 39, 134–135, 240, 504–509, 510–511 TWE: 39, 134–135, 240, 504–509, 510–511
	<u>Level 1B</u> SE: 281, 378–379, 455, 504–509, 510–511, 512–517, 518–523 TWE: 281, 378–379, 455, 504–509, 510–511, 512–517, 518–523
	<u>Level 1</u> SE: 39, 134–135, 240, 281, 378–379, 455, 504–509, 510–511, 512–517, 518–523 TWE: 39, 134–135, 240, 281, 378–379, 455, 504–509, 510–511, 512–517, 518–523

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OBJECTIVES	PAGE REFERENCES
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
<ul style="list-style-type: none"> • use new information and perspectives to expand their personal knowledge. 	<u>Level 1A</u> SE: 36–37, 38–39, 68–69, 98–99, 130–131, 172–173, 206–207, 210–211, 236–237, 238–239 TWE: 36–37, 38–39, 68–69, 98–99, 130–131, 172–173, 206–207, 210–211, 236–237, 238–239
	<u>Level 1B</u> SE: 278–279, 312–313, 342–343, 344–345, 418–419, 420–421, 450–451, 452–453 TWE: 278–279, 312–313, 342–343, 344–345, 418–419, 420–421, 450–451, 452–453
	<u>Level 1</u> SE: 36–37, 38–39, 68–69, 98–99, 130–131, 172–173, 206–207, 210–211, 236–237, 238–239, 278–279, 312–313, 342–343, 344–345, 418–419, 420–421, 450–451, 452–453 TWE: 36–37, 38–39, 68–69, 98–99, 130–131, 172–173, 206–207, 210–211, 236–237, 238–239, 278–279, 312–313, 342–343, 344–345, 418–419, 420–421, 450–451, 452–453

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OBJECTIVES	PAGE REFERENCES
GOAL FOUR: Develop Insight into the Nature of Language and Culture	
Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	
<ul style="list-style-type: none"> • recognize “borrowed” words and cognates. 	<u>Level 1A</u> SE: 15, 19, 23, 54, 83, 93, 113, 116, 133, 154–155, 186, 190–191, 220–221 TWE: 15, 19, 23, 54, 83, 93, 113, 116, 133, 154–155, 186, 190–191, 220–221
	<u>Level 1B</u> SE: 260, 297, 328, 360, 432–433, 436, 465, 475 TWE: 260, 297, 328, 360, 432–433, 436, 465, 475
	<u>Level 1</u> SE: 15, 19, 23, 54, 83, 93, 113, 116, 133, 154–155, 186, 190–191, 220–221, 260, 297, 328, 360, 432–433, 436, 465, 475
	TWE: 15, 19, 23, 54, 83, 93, 113, 116, 133, 154–155, 186, 190–191, 220–221, 260, 297, 328, 360, 432–433, 436, 465, 475

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • be familiar with the differences in the sound system, writing system, and word order in two languages. 	<u>Level 1A</u> SE: xxx–xxxix, 26, 35, 67, 90, 94, 97, 123, 126, 129, 171, 176, 205, 229, 230, 235 TWE: xxx–xxxix, 26, 35, 67, 90, 94, 97, 123, 126, 129, 171, 176, 205, 229, 230, 235
	<u>Level 1B</u> SE: xxviii–xxix, 275, 277, 309, 341, 373, 417, 444, 449, 481 TWE: xxviii–xxix, 275, 277, 309, 341, 373, 417, 444, 449, 481
	<u>Level 1</u> SE: xxxviii–xxxix, 26, 35, 67, 90, 94, 97, 123, 126, 129, 171, 176, 205, 229, 230, 235, 275, 277, 309, 341, 373, 417, 444, 449, 481 TWE: xxxviii–xxxix, 26, 35, 67, 90, 94, 97, 123, 126, 129, 171, 176, 205, 229, 230, 235, 275, 277, 309, 341, 373, 417, 444, 449, 481

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • identify idiomatic expressions in both languages. 	<p><u>Level 1A</u> SE: 2–8, 10–15, 29, 113, 120, 159, 162, 190</p> <p>TWE: 2–8, 10–15, 29, 113, 120, 159, 162, 190</p> <p><u>Level 1B</u> SE: 261, 270, 325, 335, 405, 465</p> <p>TWE: 261, 270, 325, 335, 405, 465</p> <p><u>Level 1</u> SE: 2–8, 10–15, 29, 113, 120, 159, 162, 190, 261, 270, 325, 335, 405, 465</p> <p>TWE: 2–8, 10–15, 29, 113, 120, 159, 162, 190, 261, 270, 325, 335, 405, 465</p>
<ul style="list-style-type: none"> • demonstrate awareness of formal and informal forms of greetings and leave-takings as well as expressions of politeness. 	<p><u>Level 1A</u> SE: 2–8, 15, 64, 201</p> <p>TWE: 2–8, 15, 64, 201</p> <p><u>Level 1</u> SE: 2–8, 15, 64, 201</p> <p>TWE: 2–8, 15, 64, 201</p>

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OBJECTIVES	PAGE REFERENCES
Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	
<ul style="list-style-type: none"> • compare simple patterns of behavior. 	<u>Level 1A</u> SE: 2–9, 36–37, 70, 98–99, 100–101, 132, 172–173, 174–175, 206–207, 208–209, 236–237, 238 TWE: 2–9, 36–37, 70, 98–99, 100–101, 132, 172–173, 174–175, 206–207, 208–209, 236–237, 238
	<u>Level 1B</u> SE: 278–279, 342–343, 376, 420–421, 450–451, 484–485 TWE: 278–279, 342–343, 376, 420–421, 450–451, 484–485
	<u>Level 1</u> SE: 2–9, 36–37, 70, 98–99, 100–101, 132, 172–173, 174–175, 206–207, 208–209, 236–237, 238, 278–279, 342–343, 376, 420–421, 450–451, 484–485 TWE: 2–9, 36–37, 70, 98–99, 100–101, 132, 172–173, 174–175, 206–207, 208–209, 236–237, 238, 278–279, 342–343, 376, 420–421, 450–451, 484–485
<ul style="list-style-type: none"> • demonstrate awareness and importance of gestures. 	<u>Level 1A</u> SE: 2–5 TWE: 2–5
	<u>Level 1</u> SE: 2–5 TWE: 2–5

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • compare and contrast tangible products. 	<p><u>Level 1A</u> SE: 9, 22–23, 50–51, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225</p> <p>TWE: 9, 22–23, 50–51, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225</p> <p><u>Level 1B</u> SE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p><u>Level 1</u> SE: 9, 22–23, 50–51, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 9, 22–23, 50–51, 82–83, 86–87, 112–113, 116–117, 154–155, 158–159, 186–187, 190–191, 220–221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • compare and contrast intangible products. 	<p><u>Level 1A</u> SE: 10–13, 15, 18–19, 22–23, 54–55, 87, 155, 158–159, 221, 224–225</p> <p>TWE: 10–13, 15, 18–19, 22–23, 54–55, 87, 155, 158–159, 221, 224–225</p> <p><u>Level 1B</u> SE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p><u>Level 1</u> SE: 10–13, 15, 18–19, 22–23, 54–55, 87, 155, 158–159, 221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p> <p>TWE: 10–13, 15, 18–19, 22–23, 54–55, 87, 155, 158–159, 221, 224–225, 260–261, 264–265, 292–293, 296–297, 324–325, 328–329, 356–357, 360–361, 400–401, 404–405, 432–433, 436–437, 464–465, 468–469</p>

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OBJECTIVES	PAGE REFERENCES
GOAL FIVE: Participate in Multicultural Communities and Global Society	
Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.	
<ul style="list-style-type: none"> • demonstrate awareness of nonverbal communication through dance, gestures, art, etc. 	<p><u>Level 1A</u> SE: 2–5, 134–135 TWE: 2–5, 134–135</p> <p><u>Level 1B</u> SE: 464–465 TWE: 464–465</p> <p><u>Level 1</u> SE: 2–5, 134–135, 464–465 TWE: 2–5, 134–135, 464–465</p>
<ul style="list-style-type: none"> • locate on a map and pronounce the names of countries and cities in which the target language is spoken. 	<p><u>Level 1A</u> SE: xv–xxvii, 24, 36–37, 40–41, 68–69, 132, 209, 238 TWE: xv–xxvii, 24, 36–37, 40–41, 68–69, 132, 209, 238</p> <p><u>Level 1B</u> SE: xv–xxvii, 278–279, 310–311, 344–345, 376 TWE: xv–xxvii, 278–279, 310–311, 344–345, 376</p> <p><u>Level 1</u> SE: xxi–xxxv, 24, 36–37, 40–41, 68–69, 132, 209, 238, 278–279, 310–311, 344–345, 376 TWE: xxi–xxxv, 24, 36–37, 40–41, 68–69, 132, 209, 238, 278–279, 310–311, 344–345, 376</p>

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Standard 5.2 Students use the language for leisure and personal enrichment.	
<ul style="list-style-type: none"> • use materials and/or media from the target language and culture for enjoyment. 	<u>Level 1A</u> SE: 39, 101, 134–135, 240–241, 504–509, 510–511 TWE: 39, 101, 134–135, 240–241, 504–509, 510–511
	<u>Level 1B</u> SE: 281, 342–343, 344–345, 378–379, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523 TWE: 281, 342–343, 344–345, 378–379, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523
	<u>Level 1</u> SE: 39, 101, 134–135, 240–241, 281, 342–343, 344–345, 378–379, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523 TWE: 39, 101, 134–135, 240–241, 281, 342–343, 344–345, 378–379, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • demonstrate awareness of the importance of people, holidays, geography, and history of the language and culture. 	<p><u>Level 1A</u></p> <p>SE: xxviii–xxix, 36–37, 38–39, 40–41, 68–69, 134–135, 148–151, 174–175, 186, 190, 254–257</p> <p>TWE: xxviii–xxix, 36–37, 38–39, 40–41, 68–69, 134–135, 148–151, 174–175, 186, 190, 254–257</p> <p><u>Level 1B</u></p> <p>SE: 281, 312–313, 344–345, 377, 394–397, 418–419, 450–451, 452–453, 454–455, 498–501</p> <p>TWE: 281, 312–313, 344–345, 377, 394–397, 418–419, 450–451, 452–453, 454–455, 498–501</p> <p><u>Level 1</u></p> <p>SE: xxxvi–xxxvii, 36–37, 38–39, 40–41, 68–69, 134–135, 148–151, 174–175, 186, 190, 254–257, 281, 312–313, 344–345, 377, 394–397, 418–419, 450–451, 452–453, 454–455, 498–501</p> <p>TWE: xxxvi–xxxvii, 36–37, 38–39, 40–41, 68–69, 134–135, 148–151, 174–175, 186, 190, 254–257, 281, 312–313, 344–345, 377, 394–397, 418–419, 450–451, 452–453, 454–455, 498–501</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • distinguish between cultural similarities and differences. 	<p><u>Level 1A</u></p> <p>SE: 36–37, 38, 68–69, 70, 98–99, 100–101, 130–131, 132, 174–175, 206–207, 208–209, 236–237, 238–239</p> <p>TWE: 36–37, 38, 68–69, 70, 98–99, 100–101, 130–131, 132, 174–175, 206–207, 208–209, 236–237, 238–239</p> <p><u>Level 1B</u></p> <p>SE: 278–279, 312–313, 342–343, 374–375, 376, 420–421, 450–451, 452–453, 482–483, 484–485</p> <p>TWE: 278–279, 312–313, 342–343, 374–375, 376, 420–421, 450–451, 452–453, 482–483, 484–485</p> <p><u>Level 1</u></p> <p>SE: 36–37, 38, 68–69, 70, 98–99, 100–101, 130–131, 132, 174–175, 206–207, 208–209, 236–237, 238–239, 278–279, 312–313, 342–343, 374–375, 376, 420–421, 450–451, 452–453, 482–483, 484–485</p> <p>TWE: 36–37, 38, 68–69, 70, 98–99, 100–101, 130–131, 132, 174–175, 206–207, 208–209, 236–237, 238–239, 278–279, 312–313, 342–343, 374–375, 376, 420–421, 450–451, 452–453, 482–483, 484–485</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • recognize contributions of the culture and language studied to American society and other nations. 	<p><u>Level 1A</u></p> <p>SE: xxviii–xxix, 39, 101, 134–135, 238, 240–241</p> <p>TWE: xxviii–xxix, 39, 101, 134–135, 238, 240–241</p> <p><u>Level 1B</u></p> <p>SE: 281, 344–345, 377, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523</p> <p>TWE: 281, 344–345, 377, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523</p> <p><u>Level 1</u></p> <p>SE: xxxvi–xxxvii, 39, 101, 134–135, 238, 240–241, 281, 344–345, 377, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523</p> <p>TWE: xxxvi–xxxvii, 39, 101, 134–135, 238, 240–241, 281, 344–345, 377, 450–451, 452–453, 454–455, 504–509, 510–511, 512–517, 518–523</p>

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