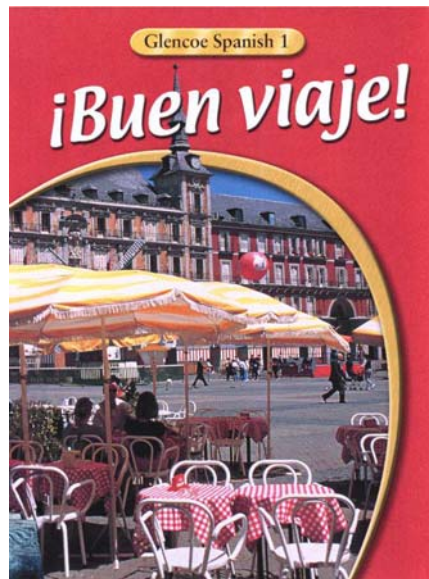


Glencoe/McGraw-Hill

¡Buen viaje! ©2003
Level 1



ISBN# 0-07-828860-6

correlated to

Tennessee
Foreign Language Goals
and Objectives for Beginning
Modern Languages

Tennessee Standards

Communicate in Languages Other Than English

The high frequency, productive vocabulary presented at the beginning of each chapter in ¡Buen viaje! focuses on a specific communicative topic covering key situations where students would have to use Spanish to survive. The structure section that follows the vocabulary presentation will enable students to put their new words together to communicate coherently. After students acquire the essential vocabulary and structure needed to function in a given situation, ¡Buen viaje! presents a realistic conversation that uses natural, colloquial Spanish and, most importantly, Spanish that students can readily understand. Throughout the text are many opportunities for students to use their Spanish in activities with interesting and varied, but realistic, formats. The activities with each chapter progress from simple, guided practice to more open-ended activities that may use all forms of the particular structure in question. Finally, activities that encourage completely free communication enable students to recall and reincorporate all the Spanish they have learned up to that point.

Gain Knowledge and Understanding of Other Cultures

To introduce students to the culture of the Hispanic world, the chapter topic is subsequently presented in a cultural milieu in narrative form. The *Lecturas culturales* features recombine known language and enable students to read and learn – in Spanish – about the fascinating cultures of the people who speak Spanish. The *El mundo hispanohablante* feature provides maps, facts, and figures about the Spanish-speaking world. Each chapter introduction discusses the chapter theme in a cultural context through an opening photograph, art, and artifacts. The **Literary Companion** introduces students to adapted pieces of literature that provide insight into culture.

Connect with Other Disciplines and Acquire Information

The **Conexiones** feature provides an avenue for students to connect their Spanish skills to other disciplines. Topics such as “*La sociología*” and “*La aritmética*” allow students to explore various subjects, in Spanish. The *Tecnotur* features encourage students to further explore the chapter topic through the ¡Buen viaje! **Video Program** and **Spanish Online** activities.

Develop Insight into the Nature of Language and Culture

Students develop insight into the nature of language and culture through the many varied activities in ¡Buen viaje! Greetings and expressions of politeness are described to students as well as cultural products and features of the Spanish-speaking community. The classroom activities include many opportunities for students to interact with each other and ask questions about the culture. Students learn vocabulary that will help them to compare the cultures studied with their own culture.

Participate in Multicultural Communities and Global Society

Each of the *El mundo hispanohablante* features introduce students to a country where Spanish is spoken. Many of these features also include descriptions of Spanish-speaking countries such as Mexico and Ecuador. Maps, photos, and flags of these countries are also included to introduce students to the region. Important people, holidays, geography, and culture of the Spanish-speaking world are addressed in both the *El mundo hispanohablante* and *Lecturas culturales* features. The *Lecturas culturales* features such as “*En un café de Madrid*” and “*El avión en la América del sur*” provide the opportunity for students to understand the differences and similarities between cultures.

National Standards

Communicate in Languages Other Than English

National Standards are highlighted throughout the text, corresponding to the specific material presented in the chapter. The high frequency, productive vocabulary presented at the beginning of every chapter in *¡Buen viaje!* focuses on a specific communicative topic covering key situations where students would have to use Spanish to get by. The structure section that follows the vocabulary presentation enables students to put their new words together to communicate coherently. *¡Buen viaje!* presents a realistic conversation that uses natural, colloquial Spanish. Throughout the text are many opportunities for students to use their Spanish in activities with interesting and varied, but realistic, formats. The activities with each chapter progress from simple, guided practice to more open-ended activities that may use all forms of the particular structure in question. Finally, activities that encourage completely free communication enable students to recall and reincorporate all the Spanish they have learned up to that point.

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Assessment

In the Student Edition, **Assessment** activities give students a chance to see what they have really learned. “Sticky” notes direct students to the correct pages for review. Vocabulary is categorized to help students recall more easily; students can use the vocabulary list as a self-check at the end of the chapter. Progressive practice is enforced throughout the *¡Buen viaje!* program lessons. **Glencoe Spanish Online** gives students many opportunities to review, practice, and explore. There are chapter-related activities, online quizzes, and many links to Web sites throughout the vast Hispanic world. **Assessment transparencies** replicate the **Assessment** pages of the text so teachers can review the answers with their class. The **MindJogger Videoquiz** program is a test preparation tool in a game show format. Students “play” three rounds of the game to review the material they have learned in each chapter. The **Performance Assessment** component provides tasks such as interviews, research, presentations, and skits. Rubrics are provided to help teachers grade these reality based tasks. The **Test Booklet with Answer Key** includes chapter tests for reading, writing, listening, and speaking, which can be administered together or separately. In addition to the chapter tests, **unit tests** are included to follow each *Revision* section of the Student Edition. Also included are **Chapter Proficiency Tests** designed to measure students’ mastery on a more global level. **ExamView® Pro** allows instructors to choose from an existing bank of questions, edit them, or build their own test questions to create a test in a matter of minutes.

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FOREIGN LANGUAGE GOALS AND OBJECTIVES
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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>This objective is addressed throughout. See, for example:</p> <p>SE: 4, 7, 51, 121, 145, 155, 219, 266, 343, 441, 454</p> <p>TWE: 4, 7, 51, 121, 145, 155, 219, 266, 343, 441, 454</p>
<ul style="list-style-type: none"> • express personal likes and dislikes. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 21, 47, 212, 217, 219, 226, 242, 243, 244, 245, 249, 258, 313, 367, 447</p> <p>TWE: 21, 47, 212, 217, 219, 226, 242, 243, 244, 245, 249, 258, 313, 367, 447</p>
<ul style="list-style-type: none"> • exchange everyday information with peers. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 28, 60, 88, 120, 154, 186, 218, 258, 290, 320, 350, 388, 418, 446</p> <p>TWE: 28, 60, 88, 120, 154, 186, 218, 258, 290, 320, 350, 388, 418, 446</p>
<ul style="list-style-type: none"> • express basic needs and courtesies. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 21, 36, 89, 219, 321, 343, 407, 411, 419</p> <p>TWE: 21, 36, 89, 219, 321, 343, 407, 411, 419</p>
<ul style="list-style-type: none"> • exchange information using time, date, and location. 	<p>SE: 8, 9, 10, 11, 58–59</p> <p>TWE: 8, 9, 10, 11, 58–59</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange greetings and personal information. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 2, 3, 4, 5, 120, 134, 258, 320</p> <p>TWE: 2, 3, 4, 5, 120, 134, 258, 320</p>
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. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 7, 61, 115, 153, 185, 219, 281, 309, 343, 351, 441</p> <p>TWE: 7, 61, 115, 153, 185, 219, 281, 309, 343, 351, 441</p>
<ul style="list-style-type: none"> • discern main ideas and identity principle characters from age appropriate media. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 30–31, 62–63, 90–91, 124, 191, 220–221, 260–261, 292–293, 322–323, 352–353, 390–391, 420–421, 448–449, 471, 480–483</p> <p>TWE: 30–31, 62–63, 90–91, 124, 191, 220–221, 260–261, 292–293, 322–323, 352–353, 390–391, 420–421, 448–449, 471, 480–483</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • understand everyday brief, written messages and short personal notes. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 30–31, 62–63, 90–91, 124, 191, 220–221, 260–261, 292–293, 322–323, 352–353, 390–391, 420–421, 448–449, 471, 480–483</p> <p>TWE: 30–31, 62–63, 90–91, 124, 191, 220–221, 260–261, 292–293, 322–323, 352–353, 390–391, 420–421, 448–449, 471, 480–483</p>
<ul style="list-style-type: none"> • recognize and appreciate phrase grouping and voice inflection when listening. 	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 22, 29, 61, 84, 87, 118, 121, 129, 155, 18, 259, 291, 321, 389</p> <p>TWE: 22, 29, 61, 84, 87, 118, 121, 129, 155, 18, 259, 291, 321, 389</p>
<ul style="list-style-type: none"> • identify people and objects from oral and written descriptions. 	<p>SE: 21, 24, 27, 29, 37, 51, 61</p> <p>TWE: 21, 24, 27, 29, 37, 51, 61</p>
<p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<ul style="list-style-type: none"> • present simple, oral presentations about family, friends, school, and home. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 10, 51, 86, 96, 115, 121, 128, 135, 162, 226, 266, 298</p> <p>TWE: 10, 51, 86, 96, 115, 121, 128, 135, 162, 226, 266, 298</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • list activities that take place in their daily lives. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 69, 89, 115, 121, 128, 153, 180, 396, 397</p> <p>TWE: 69, 89, 115, 121, 128, 153, 180, 396, 397</p>
<ul style="list-style-type: none"> • recite proverbs, short poems, songs, and anecdotes. 	<p>This objective falls outside the scope of Glencoe/McGraw-Hill ¡Buen viaje! Level 1.</p>
<ul style="list-style-type: none"> • write short, informal notes or messages about themselves, friends, family, and school activities. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 37, 69, 128, 163, 195, 227, 267, 299, 328</p> <p>TWE: 37, 69, 128, 163, 195, 227, 267, 299, 328</p>
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>SE: 3, 90, 156–157, 188, 190, 220, 260–261, 322</p> <p>TWE: 3, 90, 156–157, 188, 190, 220, 260–261, 322</p>
<ul style="list-style-type: none"> • use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions. 	<p>SE: 2, 3, 4, 5, 51, 120, 134, 258, 266, 320</p> <p>TWE: 2, 3, 4, 5, 51, 120, 134, 258, 266, 320</p>
<ul style="list-style-type: none"> • experience products of the culture such as songs, stories, games, traditional celebrations and art. 	<p>SE: 111, 190, 192–193, 319, 325, 326–327, 449</p> <p>TWE: 111, 190, 192–193, 319, 325, 326–327, 449</p>

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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. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 90–91, 92, 96, 122–123, 128, 156–157, 167, 448–449, 450, 451</p> <p>TWE: 75, 90–91, 92, 96, 122–123, 128, 156–157, 167, 448–449, 450, 451</p>
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>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 30–31, 33, 34–35, 66–67, 126–127, 160–161, 192–193, 224–225, 264–265</p> <p>TWE: 30–31, 33, 34–35, 66–67, 126–127, 160–161, 192–193, 224–225, 264–265</p>
<ul style="list-style-type: none"> • use data from other subjects in the foreign language class. 	<p>SE: 30–31, 33, 34–35, 66–67, 126–127, 160–161, 192–193, 224–225, 264–265</p> <p>TWE: 30–31, 33, 34–35, 66–67, 126–127, 160–161, 192–193, 224–225, 264–265</p>
<ul style="list-style-type: none"> • recognize some famous figures whose native language is the target language. 	<p>SE: 30–31, 33, 65, 93, 111, 125, 192–193, 263</p> <p>TWE: 30–31, 33, 65, 93, 111, 125, 192–193, 263</p>

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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. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 41, 73, 92, 93, 101, 122–123, 128, 133, 156–157, 167, 199, 231, 333</p> <p>TWE: 41, 73, 92, 93, 101, 122–123, 128, 133, 156–157, 167, 199, 231, 333</p>
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. 	<p>SE: 30, 92</p> <p>TWE: 30, 92</p>
<ul style="list-style-type: none"> • be familiar with the differences in the sound system, writing system, and word order in two languages. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 22, 29, 61, 84, 87, 89, 118, 121, 129, 155, 181, 259, 291, 321, 389</p> <p>TWE: 22, 29, 61, 84, 87, 89, 118, 121, 129, 155, 181, 259, 291, 321, 389</p>
<ul style="list-style-type: none"> • identify idiomatic expressions in both languages. 	<p>SE: 274–275</p> <p>TAE: 274–275</p> <p>This objective is also addressed throughout the Teacher Wraparound Edition in the About the Spanish Language features.</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>SE: 2, 3, 4, 5, 51, 120, 134, 258, 266, 320</p> <p>TWE: 2, 3, 4, 5, 51, 120, 134, 258, 266, 320</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. 	SE: 128, 129, 188–189, 322–323 TWE: 128, 129, 188–189, 322–323
<ul style="list-style-type: none"> • demonstrate awareness and importance of gestures. 	SE: 3, 15, 51, 52, 242, 246, 248, 253, 266, 337, 374, 375, 488 TWE: 3, 15, 51, 52, 242, 246, 248, 253, 266, 337, 374, 375, 488
<ul style="list-style-type: none"> • compare and contrast tangible products. 	The opportunity to address this objective is available. See the following: SE: 90–91, 92, 122–123, 133, 156–157, 167, 448–449, 450, 451 TWE: 90–91, 92, 122–123, 133, 156–157, 167, 448–449, 450, 451
<ul style="list-style-type: none"> • compare and contrast intangible products. 	The opportunity to address this objective is available. See the following: SE: 90–91, 121, 128, 156–157, 158, 188–189, 190, 322–323 TWE: 90–91, 121, 128, 156–157, 158, 188–189, 190, 322–323
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. 	SE: 3, 15, 51, 253, 266 TWE: 3, 15, 51, 52, 253, 266, 337, 374, 488
<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. 	SE: 14, 30, 32, 34, 41, 57, 407 TWE: 14, 30, 32, 34, 41, 57, 407

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OBJECTIVES	PAGE REFERENCES
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. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 11, 190, 192–193, 319, 326–327, 449</p> <p>TWE: 11, 190, 192–193, 319, 326–327, 449</p>
<ul style="list-style-type: none"> • demonstrate awareness of the importance of people, holidays, geography, and history of the language and culture. 	<p>This objective is addressed throughout. See, for example:</p> <p>SE: 33, 34–35, 41, 64, 65, 67, 101, 111, 129, 188–189, 190, 325</p> <p>TWE: 33, 34–35, 41, 64, 65, 67, 101, 111, 129, 188–189, 190, 325</p>
<ul style="list-style-type: none"> • distinguish between cultural similarities and differences. 	<p>SE: 122, 123, 128, 158, 190, 262, 322–323, 448–449</p> <p>TWE: 122, 123, 128, 158, 190, 262, 322–323, 448–449</p>
<ul style="list-style-type: none"> • recognize contributions of the culture and language studied to American society and other nations. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 122, 123, 128, 158, 190, 262, 322–323, 448–449</p> <p>TWE: 122, 123, 128, 158, 190, 262, 322–323, 448–449</p>

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