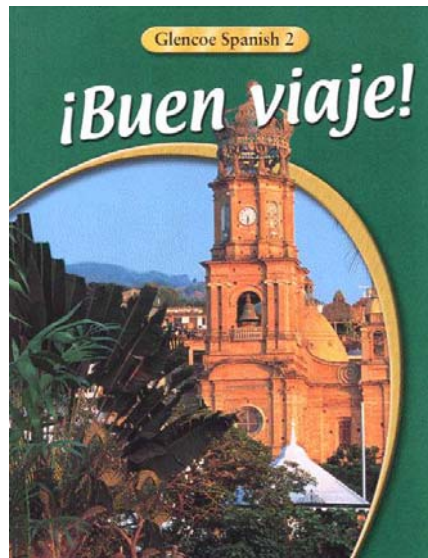


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Level 2



ISBN# 0-07-829180-1

correlated to

Tennessee
Foreign Language Goals
and Objectives for Emerging
Modern Languages

Communicate in Languages Other Than English

The high frequency, productive vocabulary presented at the beginning of each *¡Buen viaje!* chapter focuses on a specific communicative topic and covers 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 literatura” and “La ecología” allow students to explore various subjects in Spanish. Features like these help to make a connection between Spanish and other classes students may take. 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 different Spanish-speaking communities. 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 individual cities and regions 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 “*Las paradores de España*” and “*Practicantes*” provide the opportunity for students to understand the differences and similarities between cultures.

National Standards

Communicate in Languages Other Than English

National standards are references throughout the *¡Buen viaje!* program, highlighting the specific material addressed in the chapter. The high frequency, productive vocabulary presented at the beginning of the chapter focuses on a specific communicative topic and covers 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. *¡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 incorporate all the Spanish they have learned up to that point.

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Assessment

The **Assessment** activities in *¡Buen viaje!* 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 CD-ROM** allows instructors to choose from an existing bank of questions, edit questions, or build their own test questions to create a test in a matter of minutes.

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TENNESSEE
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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"> • exchange written information with peers and familiar adults. | This objective is addressed throughout. See, for example: SE: 53, 85, 117, 155, 185, 217, 255, 285, 315, 385 TWE: 53, 85, 117, 155, 185, 217, 255, 285, 315, 385 |
| <ul style="list-style-type: none"> • express memorable previous experiences. | SE: 11, 25, 73, 75, 85, 109, 154, 315 TWE: 11, 25, 73, 75, 85, 109, 154, 315 |
| <ul style="list-style-type: none"> • plan and carry out activities in groups. | This objective is addressed throughout. See, for example: SE: R7, 17, 24, 43, 52, 84, 254, 314, 375 TWE: R7, 17, 24, 43, 52, 84, 254, 314, 375 |
| <ul style="list-style-type: none"> • give and follow directions and instructions. | SE: 63, 67, 299, 333, 344, 345 TWE: 63, 67, 299, 333, 344, 345 |
| <ul style="list-style-type: none"> • acquire goods and services through basic negotiation and monetary exchange. | SE: R7, 5, 39, 52, 95, 109, 367, 384 TWE: R7, 5, 39, 52, 95, 109, 367, 384 |
| <ul style="list-style-type: none"> • create simple descriptions within a context. | This objective is addressed throughout. See, for example: SE: R41, R49, 25, 35, 52, 75, 117, 139, 154, 314 TWE: R41, R49, 25, 35, 52, 75, 117, 139, 154, 314 |

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|--|---|
| Standard 1.2 Students understand and interpret written and spoken language on a variety of topics. | |
| <ul style="list-style-type: none"> • assimilate main ideas, themes, and details from age appropriate media and literature. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 48, 150, 212, 278–279, 308–309, 338–339, 378–379, 438–439, 462–463, 466–467, 470–471, 474–477</p> <p>TWE: 48, 150, 212, 278–279, 308–309, 338–339, 378–379, 438–439, 462–463, 466–467, 470–471, 474–477</p> |
| <ul style="list-style-type: none"> • comprehend content of simple written messages. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 48, 150, 212, 278–279, 308–309, 338–339, 378–379, 438–439, 462–463, 466–467, 470–471, 474–477</p> <p>TWE: 48, 150, 212, 278–279, 308–309, 338–339, 378–379, 438–439, 462–463, 466–467, 470–471, 474–477</p> |
| <ul style="list-style-type: none"> • gain meaning of oral messages and announcements when listening to peers and familiar adults. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 17, 24, 45, 77, 116, 154, 177, 205, 209, 247, 307</p> <p>TWE: 17, 24, 45, 77, 116, 154, 177, 205, 209, 247, 307</p> |
| <ul style="list-style-type: none"> • sustain listening comprehension on less familiar topics. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 17, 24, 45, 77, 116, 154, 177, 205, 209, 247, 307</p> <p>TWE: 17, 24, 45, 77, 116, 154, 177, 205, 209, 247, 307</p> |

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| OBJECTIVES | PAGE REFERENCES |
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| <ul style="list-style-type: none"> recognize common oral phrase groupings and structures. | This objective is addressed throughout. See, for example: SE: R55, 10, 11, 42, 70, 100, 101, 105, 275, 351 TWE: R55, 10, 11, 42, 70, 100, 101, 105, 275, 351 |
| <ul style="list-style-type: none"> individually collect data on familiar topics. | This objective is addressed throughout. See, for example: SE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 349, 389, 421, 449 TWE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 349, 389, 421, 449 |
| <ul style="list-style-type: none"> gain meaning of complicated oral and written messages using context clues. | The opportunity to address this objective is available throughout. See, for example: SE: 48, 77, 150, 154, 205, 212, 307, 462–463, 470–471 TWE: 48, 77, 150, 154, 205, 212, 307, 462–463, 470–471 |
| Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | |
| <ul style="list-style-type: none"> prepare video or taped messages on topics of personal interest in their daily lives. | The opportunity to address this objective is available. See the following: SE: R49, 11, 75, 84, 85, 109, 154 TWE: R49, 11, 75, 84, 85, 109, 154 |
| <ul style="list-style-type: none"> summarize plot and briefly describe characters in selected poems, short stories, and folk tales. | SE: 463, 471, 474–477 TWE: 463, 471, 474–477 |

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| <ul style="list-style-type: none"> • make brief reports on topics that have been studied. | SE: 217 TWE: 217 |
| <ul style="list-style-type: none"> • present short plays, recite selected poems, and perform songs. | The opportunity to address this objective is available. See the following: SE: 254, 337 TWE: 254, 337 |
| 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"> • observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal behavior for daily activities among peers and adults. | The opportunity to address this objective is available throughout. See, for example: SE: R4, R10, R38, R46, R54, 143, 147, 176, 276, 336, 393, 408 TWE: R4, R10, R38, R46, R54, 143, 147, 176, 276, 336, 393, 408 |
| <ul style="list-style-type: none"> • participate in age-appropriate cultural activities including sports, music and other entertainment. | The opportunity to address this objective is available throughout. See, for example: SE: R29, R30, R33, 135, 137, 139, 147, 148–149, 150, 151, 154–155 TWE: R29, R30, R33, 135, 137, 139, 147, 148–149, 150, 151, 154–155 |
| <ul style="list-style-type: none"> • experience (read, listen to, observe, perform) expressive products of the culture (e.g. literature, music, art). | This objective is addressed throughout. See, for example: SE: 47, 302, 368, 414–415, 462, 463, 470, 471, 474–477 TWE: 47, 302, 368, 414–415, 462, 463, 470, 471, 474–477 |

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|--|---|
| <ul style="list-style-type: none"> • identify, discuss and compare aspects of everyday life such as school transportation, clothing, and foods. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: R49, 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</p> <p>TWE: R49, 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</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"> • comprehend age appropriate authentic materials. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 75, 114, 115, 203, 217, 249, 343, 395, 444</p> <p>TWE: 75, 114, 115, 203, 0217, 249, 343, 395, 444</p> |
| <ul style="list-style-type: none"> • assimilate articles and short videos in the target language on topics being studied in other classes. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 3349, 389, 421, 449</p> <p>TWE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 3349, 389, 421, 449</p> |
| <ul style="list-style-type: none"> • use acquired information as it relates to the foreign language classes in order to make comparisons and contrasts. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: R49, 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</p> <p>TWE: R49, 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</p> |

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| OBJECTIVES | PAGE REFERENCES |
|--|--|
| <ul style="list-style-type: none"> • name and read about famous speakers of the language and their contributions. | SE: 47, 213 TWE: 47, 213 |
| 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 compare their experiences with those of their peers in the target culture. | This objective is addressed throughout. See, for example: SE: R49, 22–23, 46–47, 78–81, 110–111, 248–249, 285, 338–339, 410–411 TWE: R49, 22–23, 46–47, 78–81, 110–111, 248–249, 285, 338–339, 410–411 |
| 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 gender in foreign languages. | SE: R13 TWE: R13 |
| <ul style="list-style-type: none"> • distinguish world relationships based on cognates and idiom awareness. | This objective falls outside the scope of Glencoe/McGraw-Hill ¡Buen Viaje! Level 2. |
| <ul style="list-style-type: none"> • note differences as expressing respect and status. | The opportunity to address this objective is available. See the following: SE: 430–431 TWE: 430–431 |

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|---|---|
| Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own. | |
| <ul style="list-style-type: none"> • contrast verbal and nonverbal behavior for certain activities in both cultures. | <p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: R4, R10, R38, R46, R54, 143, 147, 176, 276, 336, 393, 408</p> <p>TWE: R4, R10, R38, R46, R54, 143, 147, 176, 276, 336, 393, 408</p> |
| <ul style="list-style-type: none"> • understand origin and existence of cultural differences, perspectives, and practices. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</p> <p>TWE: 22–23, 46–47, 78–81, 110–111, 150–151, 210–211, 248–249, 285, 338–339, 410–411</p> |
| <ul style="list-style-type: none"> • express knowledge of music, art, and literature from the target culture. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 47, 302, 368, 414–415, 462, 463, 470, 471, 474–477</p> <p>TWE: 47, 302, 368, 414–415, 462, 463, 470, 471, 474–477</p> |

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|--|--|
| 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"> • understand messages found on signs, posters, maps, etc. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 75, 114, 115, 203, 217, 249, 341, 343, 345, 395, 444</p> <p>TWE: 75, 114, 115, 203, 217, 249, 341, 343, 345, 395, 444</p> |
| <ul style="list-style-type: none"> • research a particular historical period in the target language culture to identify historical figures and landmarks. | <p>SE: 213</p> <p>TWE: 213</p> <p>Opportunities to address this objective are suggested throughout the Teacher Wraparound Edition and are also available at spanish.glencoe.com</p> |
| Standard 5.2 Students use the language for leisure and personal enrichment. | |
| <ul style="list-style-type: none"> • consult various sources in the language to obtain information or topics of personal interest. | <p>The opportunity to address this objective is available. See the following:</p> <p>SE: 217</p> <p>TWE: 217</p> |
| <ul style="list-style-type: none"> • use various media from the target language and culture for entertainment. | <p>The opportunity to address this objective is available throughout. See, for example:</p> <p>SE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 349, 389, 421, 449</p> <p>TWE: 29, 57, 89, 121, 159, 189, 221, 259, 289, 319, 349, 389, 421, 449</p> |
| <ul style="list-style-type: none"> • use authentic messages found in contextualized materials. | <p>This objective is addressed throughout. See, for example:</p> <p>SE: 75, 114, 115, 203, 217, 249, 343, 395</p> <p>TWE: 75, 114, 115, 203, 217, 249, 343, 395</p> |

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