

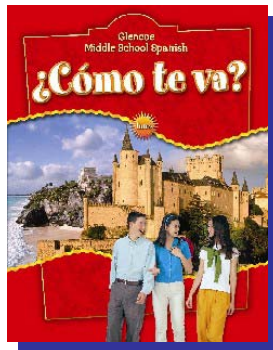
Glencoe/McGraw-Hill

¿Cómo te va? ©2004

Intro, Level Red

A, Level Green

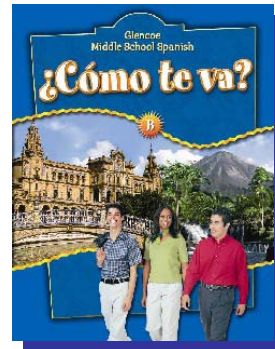
B, Level Blue



0-07-860350-1



0-07-827149-5



0-07-860351-X

correlated to

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

Communicate in Languages Other Than English

¿Cómo te va? builds student knowledge and confidence in languages other than English through its many classroom activities, both oral and written. Each lesson centers around a new concept in the Spanish language such as “Greeting people,” “At a clothing store,” and “Identifying family members.” The lessons advance student knowledge of the foreign language by introducing new vocabulary and providing functional uses for the terms through activities that challenge student knowledge and encourage group participation in the classroom. Students communicate orally with their peers in Spanish and begin to develop reading and writing skills.

Gain Knowledge and Understanding of Other Cultures

Spanish-speaking cultures are addressed throughout ¿Cómo te va? in the *El mundo hispanohablante* feature. The feature appears in every lesson and provides information about a different Spanish-speaking culture in the world. For each featured area, the flag is introduced as well as several photos showing cultural life or geography of the country or region. The text describes geographic or cultural information. Students get a thorough understanding of the underlying culture of the language when using in the ¿Cómo te va? program.

Connect with Other Disciplines and Acquire Information

The *Cultura* feature of ¿Cómo te va? explores different aspects of Hispanic culture. In this feature, students are introduced to material specific to the Hispanic world and of interest to middle school students, such as monetary systems and holidays. The *Cultura* feature of ¿Cómo te va? also provides information that connects to other disciplines. Students are introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. The *El mundo hispanohablante* feature shows students a connection to social studies by explaining the geography of different Spanish-speaking nations. A *Conexiones* feature allows students to read about another discipline in Spanish. ¿Cómo te va? also encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. Students communicate about the culture and throughout the ¿Cómo te va? program during the many oral and written exercises provided for the students.

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 ¿Cómo te va? 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 an area where Spanish is spoken. Many of these features also include descriptions of individual cities and regions such as Oaxaca, Mexico and Quito, 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 *Cultura* features. The *Cultura* features such as “Pablo Picasso” and “Names in Spanish” provide the opportunity for students to understand the differences and similarities between cultures.

NATIONAL STANDARDS

Communicate in Languages Other Than English

¿Cómo te va? builds student knowledge and confidence in languages other than English through its many classroom activities, both oral and written. Each lesson centers around a new concept in the Spanish language such as “Greeting people,” “At a clothing store,” and “Identifying family members.” The lessons advance student knowledge of the foreign language by introducing new vocabulary and providing functional uses for the terms through activities that challenge student knowledge and encourage group participation in the classroom. Students communicate orally with their peers in Spanish and begin to develop reading and writing skills.

Gain Knowledge and Understanding of Other Cultures

Spanish-speaking cultures are addressed throughout *¿Cómo te va?* in the *El mundo hispanohablante* feature. The feature appears in every lesson and provides information about a different Spanish-speaking culture in the world. For each featured area, the flag is introduced as well as several photos showing cultural life or geography of the country or region. The text describes geographic or cultural information. Students get a thorough understanding of the underlying culture of the language by participating in the *¿Cómo te va?* program.

Connect with Other Disciplines and Acquire Information

The *Cultura* feature of *¿Cómo te va?* explores cultures and people who speak the target language. In this feature, students are often introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. The text also encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. Students communicate about the culture throughout the many oral and written activities provided.

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 *¿Cómo te va?* 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 an area where Spanish is spoken. Many of these features also include descriptions of individual cities and regions such as Oaxaca, Mexico and Quito, 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 *Cultura* features. The *Cultura* features such as “Pablo Picasso” and “Names in Spanish” provide the opportunity for students to understand the differences and similarities between cultures.

ASSESSMENT

Frequent and varied assessment is provided in the *¿Cómo te va?* program through several tools emphasizing all four skill areas. Checkups are presented throughout the Teacher Wraparound Edition. In addition to the opportunities for assessment in the textbook, test questions for each *Lección* are provided in the **TeacherTools**. Teachers may also choose to create their own customized assessment tools using the **ExamView Pro® Test Generator**. Online quizzes are also available.

Communicate in Languages Other Than English

¿Cómo te va? builds student knowledge and confidence in languages other than English through its many classroom activities, both oral and written. Each lesson centers around a new concept in the Spanish language such as “*Mi familia,*” “*En la papeleria,*” and “*El fútbol.*” The lessons advance student knowledge about the foreign language by introducing the new vocabulary and providing functional uses for the terms through exercises that challenge student knowledge and encourage group participation in the classroom. Students talk with their peers in Spanish and answer questions during reading and writing activities throughout.

Gain Knowledge and Understanding of Other Cultures

Spanish-speaking cultures are introduced *¿Como te va?* in the *El mundo hispanohablante* feature. Each feature provides information about a different Spanish-speaking area in the world. For each featured area, the flag, a locator map and interesting facts about the area are introduced. In the *Cultura y lectura* feature in each unit, students read about a particular aspect of Spanish-speaking culture in Spanish. Culture is imbedded throughout the text in the photographs and in the activities. Students get a thorough understanding of the underlying culture of the language when using the *¿Como te va?* program.

Connect with Other Disciplines and Acquire Information

The *Cultura y lectura* feature of *¿Como te va?* explores cultures and people who speak the target language. In this feature, students are often introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. *¿Cómo te va?* encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. The *Conexiones* feature in each unit provides students an opportunity to read about another discipline in Spanish. The program also provides a strong foundation for students to develop reading skills in Spanish. Pre-reading activities activate prior knowledge so the student can interact with the text. Students communicate about the culture throughout the *¿Como te va?* program during the many oral and written exercises provided for the students.

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 *¿Cómo te va?* Greetings and expressions of politeness are introduced to students, as are many 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.

Participate in Multicultural Communities and Global Society

Each of the **El mundo hispanohablante** features introduce students to a country where Spanish is spoken. Important people, holidays, geography, and culture of the Spanish-speaking world are addressed in both the **El mundo hispanohablante** and **Cultura y lectura** features. The **Cultura y lectura** features such as “Escuelas” and “Un muchacho español” provide the opportunity for students to understand the differences and similarities between cultures.

NATIONAL STANDARDS

Communicate in Languages Other Than English

¿Cómo te va? builds student knowledge and confidence in languages other than English through its many classroom activities, both oral and written. Each lesson centers around a new concept in the Spanish language such as “Mi familia,” “En la papeleria,” and “El fútbol.” The lessons advance student knowledge about the foreign language by introducing the new vocabulary and providing functional uses for the terms through exercises that challenge student knowledge and encourage group participation in the classroom. Students talk with their peers in Spanish and answer questions during reading and writing activities throughout.

Gain Knowledge and Understanding of Other Cultures

Spanish-speaking cultures are introduced **¿Como te va?** in the **El mundo hispanohablante** feature. Each feature provides information about a different Spanish-speaking area in the world. For each featured area, the flag, a locator map and interesting facts about the area are introduced. In the **Cultura y lectura** feature in each unit, students read about a particular aspect of Spanish-speaking culture in Spanish. Culture is imbedded throughout the text in the photographs and in the activities. Students get a thorough understanding of the underlying culture of the language when using the **¿Como te va?** program.

Connect with Other Disciplines and Acquire Information

The **Cultura y lectura** feature of **¿Como te va?** explores cultures and people who speak the target language. In this feature, students are often introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. **¿Cómo te va?** encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. The **Conexiones** feature in each unit provides students an opportunity to read about another discipline in Spanish. The program also provides a strong foundation for students to develop reading skills in Spanish. Pre-reading activities activate prior knowledge so the student can interact with the text. Students communicate about the culture throughout the **¿Como te va?** program during the many oral and written exercises provided for the students.

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 *¿Cómo te va?* 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.

Participate in Multicultural Communities and Global Society

Each of the **El mundo hispanohablante** features introduce students to a country where Spanish is spoken. Important people, holidays, geography, and culture of the Spanish-speaking world are addressed in both the *El mundo hispanohablante* and *Cultura y lectura* features. The *Cultura y lectura* features such as “Escuelas” and “Un muchacho español” provide the opportunity for students to understand the differences and similarities between cultures.

ASSESSMENT

Frequent and varied assessment is provided in the *¿Cómo te va?* program through several tools emphasizing all four skill areas. Checkups are presented throughout the **Teacher Wraparound Edition**. The Assessment pages of *¿Cómo te va?* give students the opportunity to check their own mastery of the material. “Assessment Answer” worksheets and answers are provided in the **Transparency Binder**. At the end of each *Unidad* there is an illustration that depicts the theme of the unit. This feature, *¡Hablo como un pro!*, provides an excellent opportunity for students to show their written or oral proficiency by telling as much as they can about the illustration teachers may use the rubrics on pages T22-T23 to assess student performance. In addition to the many opportunities for assessment in the textbook, separate quizzes and reading, writing, listening, and speaking proficiency tests are provided in the **TeacherTools** for each *Unidad*. Teachers may create their own customized assessment tools using the **ExamView Pro® Test Generator**. Online quizzes are also available.

Communicate in Languages Other Than English

¿Cómo te va? builds student knowledge and confidence in languages other than English through its many classroom activities, both oral and written. Each lesson centers around a new concept in the Spanish language such as “*En el aeropuerto,*” “*El balneario,*” and “*La rutina.*” The lessons advance student knowledge about the foreign language by introducing the new vocabulary and providing functional uses for the terms through activities that challenge students and encourage group participation in the classroom. Students talk with their peers in Spanish and answer questions during reading and writing activities throughout. **Palabras** are often illustrated in conversation format. Students are presented with a more extended conversation in the unit once they have learned the necessary words and forms.

Gain Knowledge and Understanding of Other Cultures

Spanish-speaking cultures are introduced in ¿Cómo te va? in the *El mundo hispanohablante* feature. Each feature provides information about a different Spanish-speaking culture in the world. For each featured area, the flag, a locator map, and facts about the area are introduced as are several photos. The **Cultura y lectura** section in each unit presents an aspect of Spanish-speaking related to the chapter theme. Cultural information is imbedded through the content and the photography of the text. Students get a thorough understanding of the underlying culture of the language when using the ¿Cómo te va? program.

Connect with Other Disciplines and Acquire Information

The **Cultura y lectura** feature of ¿Cómo te va? explores cultures and people who speak the target language. In this feature, students are often introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. The text also encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. The **Conexiones** feature in each unit gives students an opportunity to explore other disciplines by reading about them and doing related activities in Spanish. The text also offers a strong foundation for students to develop reading skills that will allow them to acquire information in Spanish. Students are led through steps that help mold good reading skills.

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 ¿Cómo te va? Greetings and expressions of politeness are described to students as are 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 an area where Spanish is spoken. Maps, facts, and flags of these areas 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 *Cultura y lectura* features. The *Cultura y lectura* features such as “*La Copa mundial*” and “*Playas del mundo hispano*” provide the opportunity for students to understand the differences and similarities between cultures.

NATIONAL STANDARDS

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The *Cultura y lectura* feature of *¿Cómo te va?* explores cultures and people who speak the target language. In this feature, students are often introduced to famous figures whose native language is the target language, such as Pablo Picasso. The text also goes on to describe their accomplishments and/or influence on the world. The text also encourages students to use the new information and perspectives from these features to expand their personal knowledge of the culture. The *Conexiones* feature in each unit gives students an opportunity to explore other disciplines by reading about them and doing related activities in Spanish. The text also offers a strong foundation for students to develop reading skills that will allow them to acquire information in Spanish. Students are led through steps that help mold good reading skills.

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Participate in Multicultural Communities and Global Society

Each of the *El mundo hispanohablante* features introduce students to an area where Spanish is spoken. Maps, facts, and flags of these areas 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 *Cultura y lectura* features. The *Cultura y lectura* features such as “*La Copa mundial*” and “*Playas del mundo hispano*” provide the opportunity for students to understand the differences and similarities between cultures.

ASSESSMENT

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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 Red</u> This objective is addressed more thoroughly in the other levels of Glencoe/McGraw-Hill's ¿Cómo te va?.</p> <p><u>Level Green</u> SE: 22, 23, 23, 25, 28 TWE: 22, 23, 24, 25, 28</p> <p><u>Level Blue</u> SE: 4, 7, 31, 57, 60, 66 TWE: 4, 7, 31, 57, 60, 66</p>
<ul style="list-style-type: none"> • express personal likes and dislikes. 	<p><u>Level Red</u> SE: 33, 68 TWE: 33, 68</p> <p><u>Level Green</u> SE: 33, 145, 147, 215, 219, 225–227, 234 TWE: 33, 145, 147, 215, 219, 225–227, 234</p> <p><u>Level Blue</u> SE: 7, 16, 15, 18, 19, 26, 59, 195 TWE: 7, 16, 15, 18, 19, 26, 59, 195</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange everyday information with peers. 	<p><u>Level Red</u> SE: 33, 39, 44, 59, 65, 74, 78, 83 TWE: 33, 39, 44, 59, 65, 74, 78, 83</p> <p><u>Level Green</u> SE: 28, 33, 37, 64, 112, 120, 121, 141, 219 TWE: 28, 33, 37, 64, 112, 120, 121, 141, 219</p> <p><u>Level Blue</u> SE: R5, 51, 167, 203, 214, 222, 223 TWE: R5, 51, 167, 203, 214, 222, 223</p>
<ul style="list-style-type: none"> • express basic needs and courtesies. 	<p><u>Level Red</u> SE: 10, 15, 17, 18, 19, 49, 50 TWE: 10, 15, 17, 18, 19, 49, 50</p> <p><u>Level Green</u> SE: 3, 5, 12, 13, 157 TWE: 3, 5, 12, 13, 157</p> <p><u>Level Blue</u> SE: R2, R12, 45, 206 TWE: R2, R12, 45, 206</p>
<ul style="list-style-type: none"> • exchange information using time, date, and location. 	<p><u>Level Red</u> SE: 27, 28, 29, 37, 38, 39 TWE: 27, 28, 29, 37, 38, 39</p> <p><u>Level Green</u> SE: 6–8, 10, 11, 98–100, 102, 105, 113, 119 TWE: 6–8, 10, 11, 98–100, 102, 105, 113, 119</p> <p><u>Level Blue</u> SE: 5, 26, 27, 51, 82, 89, 95, 104, 105, 144, 145, 163, 165 TWE: 5, 26, 27, 51, 82, 89, 95, 104, 105, 144, 145, 163, 165</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • exchange greetings and personal information. 	<p><u>Level Red</u></p> <p>SE: 1, 2, 7, 8, 9, 10, 44, 78, 79, 84 TWE: 1, 2, 7, 8, 9, 10, 44, 78, 79, 84</p> <p><u>Level Green</u></p> <p>SE: 2–5, 27, 28, 37, 51, 60, 64, 73, 74, 88, 103, 120, 227, 234 TWE: 2–5, 27, 28, 37, 51, 60, 64, 73, 74, 88, 103, 120, 227, 234</p> <p><u>Level Blue</u></p> <p>SE: R2, R5, R23, R25, 19, 206, 214, 222, 223 TWE: R2, R5, R23, R25, 19, 206, 214, 222, 223</p>
<p>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p>	
<ul style="list-style-type: none"> • comprehend simple oral messages. 	<p><u>Level Red</u></p> <p>SE: 39, 44, 48, 59, 65, 72, 74, 78, 83 TWE: 39, 44, 48, 59, 65, 72, 74, 78, 83</p> <p><u>Level Green</u></p> <p>SE: 4, 5, 7, 10, 13, 23, 27, 33, 63, 73, 101, 145, 179, 183, 213, 219 TWE: 4, 5, 7, 10, 13, 23, 27, 33, 63, 73, 101, 145, 179, 183, 213, 219</p> <p><u>Level Blue</u></p> <p>SE: 5, 9, 15, 20, 26, 45, 49, 66, 98, 104, 138, 176, 216 TWE: 5, 9, 15, 20, 26, 45, 49, 66, 98, 104, 138, 176, 216</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • discern main ideas and identify principle characters from age appropriate media. 	<p><u>Level Red</u> SE: 62, 87–88, 89, 106, 108 TWE: 62, 87–88, 89, 106, 108</p> <p><u>Level Green</u> SE: 38, 40–41, 70, 76, 78–79, 103, 114, 116–117, 146–147, 150, 152–153, 177, 188, 190–191, 217, 228, 230–231 TWE: 38, 40–41, 70, 76, 78–79, 103, 114, 116–117, 146–147, 150, 152–153, 177, 188, 190–191, 217, 228, 230–231</p> <p><u>Level Blue</u> SE: 9, 20, 22, 34–35, 49, 60, 62–63, 88, 98, 100–101, 112–113, 114, 138, 140–141, 153, 176, 178, 190–191, 192–193, 216, 218–219, 230–231, 238–240 TWE: 9, 20, 22, 34–35, 49, 60, 62–63, 88, 98, 100–101, 112–113, 114, 138, 140–141, 153, 176, 178, 190–191, 192–193, 216, 218–219, 230–231, 238–240</p>
<ul style="list-style-type: none"> • understand everyday brief, written messages and short personal notes. 	<p><u>Level Red</u> SE: 62, 87, 106, 108 TWE: 62, 87, 106, 108</p> <p><u>Level Green</u> SE: 45, 52, 58–59, 62, 103, 121, 167, 182 TWE: 45, 52, 58–59, 62, 103, 121, 167, 182</p> <p><u>Level Blue</u> SE: 27, 51, 75, 115, 137 TWE: 27, 51, 75, 115, 137</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • recognize and appreciate phrase grouping and voice inflection when listening. 	<p><u>Level Red</u> SE: 1, 9, 10, 18, 27, 38–39, 43, 58, 62, 72, 73, 77, 79, 84, 87–88, 95, 106 TWE: 1, 9, 10, 18, 27, 38–39, 43, 58, 62, 72, 73, 77, 79, 84, 87–88, 95, 106</p> <p><u>Level Green</u> SE: 5, 21, 27, 30–31, 38, 40, 58–59, 63, 70, 76, 78, 98–99, 103, 106–107, 114, 116–117, 137, 143, 150, 152, 172–173, 177, 181, 188, 190–191, 217, 228, 230–231 TWE: 5, 21, 27, 30–31, 38, 40, 58–59, 63, 70, 76, 78, 98–99, 103, 106–107, 114, 116–117, 137, 143, 150, 152, 172–173, 177, 181, 188, 190–191, 217, 228, 230–231</p> <p><u>Level Blue</u> SE: 20, 22–23, 42, 49, 60, 62, 80, 90, 98, 100–101, 138, 140–141, 176, 178–179, 216, 218–219 TWE: 20, 22–23, 42, 49, 60, 62, 80, 90, 98, 100–101, 138, 140–141, 176, 178–179, 216, 218–219</p>

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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 Red</u> SE: 65, 68, 80, 102, 103 TWE: 65, 68, 80, 102, 103</p> <p><u>Level Green</u> SE: 23, 27, 29, 61, 131, 145, 149, 157, 183, 197, 202–203, 231, 237, 245 TWE: 23, 27, 29, 61, 131, 145, 149, 157, 183, 197, 202–203, 231, 237, 245</p> <p><u>Level Blue</u> SE: 9, 15, 20, 22–23, 34–35, 49, 60, 62, 74, 88, 98, 100–101, 112–113, 114, 128, 140–141, 152–155, 178–179, 190–191, 192–193, 218–219, 230–231 TWE: 9, 15, 20, 22–23, 34–35, 49, 60, 62, 74, 88, 98, 100–101, 112–113, 114, 128, 140–141, 152–155, 178–179, 190–191, 192–193, 218–219, 230–231</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><u>Level Red</u> SE: 40, 94, 97, 103 TWE: 40, 94, 97, 103</p> <p><u>Level Green</u> SE: 23, 33, 44, 64, 69, 82, 88, 109, 120, 194 TWE: 23, 33, 44, 64, 69, 82, 88, 109, 120, 194</p> <p><u>Level Blue</u> SE: 51, 59, 202, 214, 222 TWE: 51, 59, 202, 214, 222</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • list activities that take place in their daily lives. 	<p><u>Level Red</u> SE: 40 TWE: 40</p> <p><u>Level Green</u> SE: 103, 105, 111, 120–121, 126, 194 TWE: 103, 105, 111, 120–121, 126, 194</p> <p><u>Level Blue</u> SE: 51, 136, 137, 165, 167, 203, 206, 214, 222 TWE: 51, 136, 137, 165, 167, 203, 206, 214, 222</p>
<ul style="list-style-type: none"> • recite proverbs, short poems, songs, and anecdotes. 	<p><u>Level Red</u> SE: 27 TWE: 27</p> <p><u>Level Green</u> SE: 39, 48–49, 77, 86, 115, 124, 151, 160, 189, 198, 229, 238 TWE: 39, 48–49, 77, 86, 115, 124, 151, 160, 189, 198, 229, 238</p> <p><u>Level Blue</u> SE: 21, 30, 61, 70, 99, 108, 139, 148, 177, 186, 217, 226 TWE: 21, 30, 61, 70, 99, 108, 139, 148, 177, 186, 217, 226</p>
<ul style="list-style-type: none"> • write short, informal notes or messages about themselves, friends, family, and school activities. 	<p><u>Level Red</u> SE: 85 TWE: 85</p> <p><u>Level Green</u> SE: 28, 45, 73, 83, 103, 105, 121, 186 TWE: 28, 45, 73, 83, 103, 105, 121, 186</p> <p><u>Level Blue</u> SE: 32, 67, 223 TWE: 32, 67, 223</p>

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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. 	<u>Level Red</u> SE: 39, 44, 48, 59, 65, 74, 78, 83 TWE: 39, 44, 48, 59, 65, 74, 78, 83
	<u>Level Green</u> SE: 40–41, 52, 78–79, 90, 116–117, 128–129, 152–153, 164–165, 190–191, 202–203, 230–231, 242–243 TWE: 40–41, 52, 78–79, 90, 116–117, 128–129, 152–153, 164–165, 190–191, 202–203, 230–231, 242–243
	<u>Level Blue</u> SE: 22–23, 74, 154–155, 182, 223, 230–231 TWE: 22–23, 74, 154–155, 182, 223, 230–231
<ul style="list-style-type: none"> • use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions. 	<u>Level Red</u> SE: 39, 44, 48, 59, 65, 74, 78, 83 TWE: 39, 44, 48, 59, 65, 74, 78, 83
	<u>Level Green</u> SE: 2, 3, 4, 5, 103 TWE: 2, 3, 4, 5, 103
	<u>Level Blue</u> SE: R2, 42 TWE: R2, 42

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<ul style="list-style-type: none"> • experience products of the culture such as songs, stories, games, traditional celebrations and art. 	<p><u>Level Red</u> SE: 30, 69 TWE: 30, 69</p> <p><u>Level Green</u> SE: 8, 39, 48–49, 86, 91–93, 124, 160, 190–191, 198, 230–231, 238, 250–255 TWE: 8, 39, 48–49, 86, 91–93, 124, 160, 190–191, 198, 230–231, 238, 250–255</p> <p><u>Level Blue</u> SE: 22–23, 30, 70, 108, 148, 178–179, 186, 190–191, 194–195, 226, 236–243 TWE: 22–23, 30, 70, 108, 148, 178–179, 186, 190–191, 194–195, 226, 236–243</p>
<ul style="list-style-type: none"> • describe tangible products of everyday living such as housing, food, and dress. 	<p><u>Level Red</u> SE: 49, 50, 56, 57, 58, 59, 63, 64 TWE: 49, 50, 56, 57, 58, 59, 63, 64</p> <p><u>Level Green</u> SE: 66–67, 69, 74, 78–79, 90, 142–143, 145, 152, 156, 157, 164–165, 173, 174, 178, 180–181, 183, 190–191, 194 TWE: 66–67, 69, 74, 78–79, 90, 142–143, 145, 152, 156, 157, 164–165, 173, 174, 178, 180–181, 183, 190–191, 194</p> <p><u>Level Blue</u> SE: 230–231 TWE: 230–231</p>

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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 Red</u> This objective is addressed more thoroughly in the other levels of Glencoe/McGraw-Hill’s <i>¿Cómo te va?</i>.</p> <p><u>Level Green</u> SE: 53, 92–93, 130–131, 166–167, 204–205, 244–245 TWE: 53, 92–93, 130–131, 166–167, 204–205, 244–245</p> <p><u>Level Blue</u> SE: 36–37, 75, 115, 154–155, 190–191, 194–195, 232–233 TWE: 36–37, 75, 115, 154–155, 190–191, 194–195, 232–233</p>
<ul style="list-style-type: none"> • use data from other subjects in the foreign language class. 	<p><u>Level Red</u> SE: 108 TWE: 108</p> <p><u>Level Green</u> SE: 53, 92–93, 130–131, 166–167, 204–205, 244–245 TWE: 53, 92–93, 130–131, 166–167, 204–205, 244–245</p> <p><u>Level Blue</u> SE: 36–37, 75, 115, 154–155, 190–191, 194–195, 232–233 TWE: 36–37, 75, 115, 154–155, 190–191, 194–195, 232–233</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. 	<p><u>Level Red</u> SE: 69 TWE: 69</p> <p><u>Level Green</u> SE: 52, 92, 162, 231, 240, 243 TWE: 52, 92, 162, 231, 240, 243</p> <p><u>Level Blue</u> SE: 22–23, 32, 35, 114, 153, 192–193 TWE: 22–23, 32, 35, 114, 153, 192–193</p>
<p>Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<ul style="list-style-type: none"> • use new information and perspectives to expand their personal knowledge. 	<p><u>Level Red</u> SE: 39, 44, 48, 59, 65, 72, 74, 78, 83 TWE: 39, 44, 48, 59, 65, 72, 74, 78, 83</p> <p><u>Level Green</u> SE: 49, 90, 92–93, 116–117, 127, 129, 152, 162, 164–165, 190–191, 200, 202–203, 230–231, 240, 242–243 TWE: 49, 90, 92–93, 116–117, 127, 129, 152, 162, 164–165, 190–191, 200, 202–203, 230–231, 240, 242–243</p> <p><u>Level Blue</u> SE: 34, 74, 100–101, 112–113, 114, 140–141, 152–153, 154–155, 178–179, 190–191, 192–193, 194–195, 218–219, 230–231 TWE: 34, 74, 100–101, 112–113, 114, 140–141, 152–153, 154–155, 178–179, 190–191, 192–193, 194–195, 218–219, 230–231</p>

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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. 	<p><u>Level Red</u> SE: 39, 44 TWE: 39, 44</p> <p><u>Level Green</u> SE: 31, 130–131, 244–245 TWE: 31, 130–131, 244–245</p> <p><u>Level Blue</u> SE: 75, 115 TWE: 75, 115</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><u>Level Red</u> SE: xviii-xix, 15, 44-45 TWE: xviii-xix, 15, 44-45</p> <p><u>Level Green</u> SE: xxviii–xxix, 24, 39, 77, 115, 147, 151, 189, 214, 224, 229 TWE: xxviii–xxix, 24, 39, 77, 115, 147, 151, 189, 214, 224, 229</p> <p><u>Level Blue</u> SE: 16, 21, 61, 99, 132, 139, 177, 204, 217 TWE: 16, 21, 61, 99, 132, 139, 177, 204, 217</p>

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<ul style="list-style-type: none"> • identify idiomatic expressions in both languages. 	<p><u>Level Red</u> This objective is addressed more thoroughly in the other levels of Glencoe/McGraw-Hill’s <i>¿Cómo te va?</i>.</p> <p><u>Level Green</u> SE: 62, 140, 147, 173 TWE: 62, 140, 147, 173</p> <p><u>Level Blue</u> SE: 16, 85, 154–155 TWE: 16, 85, 154–155</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 Red</u> SE: 1, 2, 7, 8, 9, 10 TWE: 1, 2, 7, 8, 9, 10</p> <p><u>Level Green</u> SE: 2, 3, 4, 5, 12, 65, 70, 72, 110 TWE: 2, 3, 4, 5, 12, 65, 70, 72, 110</p> <p><u>Level Blue</u> SE: R2, 42, 123 TWE: R2, 42, 123</p>

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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"> • compare simple patterns of behavior. 	<u>Level Red</u> SE: 1–2, 9, 23, 27, 40, 85 TWE: 1–2, 9, 23, 27, 40, 85
	<u>Level Green</u> SE: 11, 40, 44, 78–79, 111, 116–117, 120, 121, 145, 152, 164–165, 190–191, 202–203, 204–205 TWE: 11, 40, 44, 78–79, 111, 116–117, 120, 121, 145, 152, 164–165, 190–191, 202–203, 204–205
	<u>Level Blue</u> SE: 74, 100–101, 140–141, 194–195, 218–219, 230–231, 232–233 TWE: 74, 100–101, 140–141, 194–195, 218–219, 230–231, 232–233
<ul style="list-style-type: none"> • demonstrate awareness and importance of gestures. 	<u>Level Red</u> SE: 1–2 TWE: 1–2
	<u>Level Green</u> SE: 3, 4 TWE: 3, 4
	<u>Level Blue</u> SE: R2 TWE: R2

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<ul style="list-style-type: none"> • compare and contrast tangible products. 	<p><u>Level Red</u> SE: 54–60, 67–68 TWE: 54–60, 67–68</p> <p><u>Level Green</u> SE: 90, 116–117, 128–129, 152, 164–165, 190–191, 202–203, 204–205 TWE: 90, 116–117, 128–129, 152, 164–165, 190–191, 202–203, 204–205</p> <p><u>Level Blue</u> SE: 23, 74, 145, 230–231 TWE: 23, 74, 145, 230–231</p>
<ul style="list-style-type: none"> • compare and contrast intangible products. 	<p><u>Level Red</u> SE: 44–45 TWE: 44–45</p> <p><u>Level Green</u> SE: 8, 82, 128–129 TWE: 8, 82, 128–129</p> <p><u>Level Blue</u> SE: 145, 215, 222 TWE: 145, 215, 222</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"> • demonstrate awareness of nonverbal communication through dance, gestures, art, etc. 	<p><u>Level Red</u> SE: 1–2 TWE: 1–2</p> <p><u>Level Green</u> SE: 3, 11, 16, 23, 50, 69, 87, 88, 119, 125, 155, 162, 200, 240 TWE: 3, 11, 16, 23, 50, 69, 87, 88, 119, 125, 155, 162, 200, 240</p> <p><u>Level Blue</u> SE: 71, 72, 110, 149, 150, 187, 227, 228 TWE: 71, 72, 110, 149, 150, 187, 227, 228</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 Red</u> SE: 3, 4, 5, 6, 16, 21, 24, 31, 41, 46, 52, 61, 66, 70 TWE: 3, 4, 5, 6, 16, 21, 24, 31, 41, 46, 52, 61, 66, 70</p> <p><u>Level Green</u> SE: xiii–xxvii, 49, 50, 88 TWE: xiii–xxvii, 49, 50, 88</p> <p><u>Level Blue</u> SE: xiv–xxv, 149 TWE: xiv–xxv, 149</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. 	<p><u>Level Red</u> This objective is addressed more thoroughly in the other levels of Glencoe/McGraw-Hill's <i>¿Cómo te va?</i>.</p> <p><u>Level Green</u> SE: 48–49, 86–87, 124, 160, 198, 238, 250–255 TWE: 48–49, 86–87, 124, 160, 198, 238, 250–255</p> <p><u>Level Blue</u> SE: 30, 70, 108, 148, 178, 186, 190–191, 192–193, 226, 236–243 TWE: 30, 70, 108, 148, 178, 186, 190–191, 192–193, 226, 236–243</p>
<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 Red</u> SE: 30, 35, 45, 69, 99 TWE: 30, 35, 45, 69, 99</p> <p><u>Level Green</u> SE: 8, 49, 88, 127, 162, 200, 240, 242–243, 230 TWE: 8, 49, 88, 127, 162, 200, 240, 242–243, 230</p> <p><u>Level Blue</u> SE: 22, 23, 32, 34, 35, 100–101, 112–113, 114, 149, 152, 154–155, 194–195, 218–219 TWE: 22, 23, 32, 34, 35, 100–101, 112–113, 114, 149, 152, 154–155, 194–195, 218–219</p>

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<ul style="list-style-type: none"> • distinguish between cultural similarities and differences. 	<p><u>Level Red</u> SE: 30, 40, 41, 45, 98 TWE: 30, 40, 41, 45, 98</p> <p><u>Level Green</u> SE: 40, 78, 116, 152, 190, 230 TWE: 40, 78, 116, 152, 190, 230</p> <p><u>Level Blue</u> SE: 22–23, 74, 140–141, 182, 188, 192–193 TWE: 22–23, 74, 140–141, 182, 188, 192–193</p>
<ul style="list-style-type: none"> • recognize contributions of the culture and language studied to American society and other nations. 	<p><u>Level Red</u> SE: 69 TWE: 69</p> <p><u>Level Green</u> SE: 8, 52, 162, 165, 190–191, 230–231, 240, 242–243 TWE: 8, 52, 162, 165, 190–191, 230–231, 240, 242–243</p> <p><u>Level Blue</u> SE: 22–23, 32, 34–35, 153, 178–179, 188, 190–191, 192–193, 194–195 TWE: 22–23, 32, 34–35, 153, 178–179, 188, 190–191, 192–193, 194–195</p>

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