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GLENCOE SPANISH 3: ¡BUEN VIAJE! © 2005

correlated to

**Alabama Course of Study
Languages Other than English (Foreign Languages)
Modern Languages Grades 9-12 Level 3**

Glencoe Spanish 3: ¡Buen viaje! ©2005
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Modern Languages Grades 9-12 Level 3

STANDARDS AND OBJECTIVES	PAGE REFERENCES
1. Use the target language in oral and written form in the future time frame to exchange ideas, paraphrase, explain, and give cause.	SE: 176, 179, 205, 239, 258, 311–312 TE: 176, 311
2. Interpret culturally authentic oral and written texts in the target language about familiar and unfamiliar topics presented in the future time frame to determine main ideas and supporting details.	SE: 185-186
3. Use the target language to create oral and written presentations on a variety of topics, using familiar vocabulary and learned structures and time frames.	SE: 48–49, 102–103, 155, 205, 262–263, 313, 365, 409 TE: 20–21, 33, 103, 132, 187, 188, 240, 249, 267, 316–317, 368–369, 412–413
4. Analyze information learned about the perspectives and practices of a target culture to describe patterns of behavior typically associated with those cultures.	SE: 12–13, 49, 53, 62–68, 118–121, 208–209, 288–289 TE: 18, 62, 70, 118, 148, 259
5. Describe the global influence of historic events, political structures, economic factors, and artistic expressions of a target culture.	SE: 20, 49, 74–75, 128, 178–179, 230–231, 289, 338–339, 386–387, 409 TE: 68, 221, 324, 333, 345, 346
6. Describe connections between other school subjects and a target culture.	SE: 6–7, 61, 115–117, 167–168, 216–217, 274–275, 324–325, 376 TE: 6, 15, 116, 168, 217, 221, 234, 238, 282, 284, 422, 433, 465, 467, 470, 472, 478, 482, 487, 501, 504, 514

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<p>7. Identify the complex linguistic elements of the target language as they relate to English. • Identifying examples of ways in which language and meaning do not transfer directly from one language to another. • Identifying examples that show how vocabulary, linguistic structures, and tense usage in the target language differ from those of English.</p>	<p>SE: 6, 138, 255–257, 295–296, 298, 337, 363–364, 407</p> <p>TE: 54, 95, 108, 119, 137, 160, 199, 202, 208, 210, 236, 238, 268, 318, 370, 414, 431, 464</p>
<p>8. Describe similarities and differences that exist within target cultures, including language, clothing, foods, dwellings, recreation, and social conventions.</p>	<p>SE: 13, 70, 123, 170–171, 174, 283, 331, 376–383, 461–463</p> <p>TE: 3, 17, 25, 27, 118, 119, 123, 144, 166, 174, 194, 196, 235, 249, 251, 273, 283, 297, 358, 461, 476, 477, 484, 508</p>
<p>9. Explain origins of typical activities and events of a target culture.</p>	<p>SE: 74, 208–209, 230–231, 339, 386–387</p> <p>TE: 28, 62, 70, 259, 378, 386</p>
<p>10. Apply language skills and cultural knowledge for recreational, educational, and occupational purposes.</p>	<p>SE: 55, 109, 161, 211, 269, 319, 371, 415</p> <p>TE: 47, 82, 132, 153, 159, 174, 226, 267, 294, 337, 372, 392, 472</p>