

**Glencoe/McGraw-Hill**

***GLENCOE SPANISH 5: TESORO LITERARIO* © 2007**

**correlated to**

**Alabama Course of Study  
Languages Other than English (Foreign Languages)  
Modern Languages Grades 9-12 Level 5**

**Glencoe Spanish 5: Tesoro literario ©2007**  
**correlated to**  
**Alabama Course of Study: Languages Other than English (Foreign Languages)**  
**Modern Languages Grades 9-12 Level 5**

<b>STANDARDS AND OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>1. Apply the target language in oral and written form in all time frames to express needs and desires, to support and defend opinions and preferences, and to propose and support solutions to issues and problems, including the use of circumlocution, body language, and other creative means to convey and comprehend messages.</p>	<p><b>SE:</b> 10, 16, 36, 44, 65, 89, 93–94, 103, 116, 117, 139, 151, 178, 182, 207, 211, 213, 227, 230, 231, 241, 249, 290, 300, 315, 343, 358, 385</p> <p><b>TE:</b> 36, 83, 107, 155, 207, 264, 269, 274</p>
<p>2. Interpret complex oral and written materials in the target language, incorporating learned structures and time frames. Interpret humor, irony, simile, and metaphor in authentic prose and poetry selections.</p>	<p><b>SE:</b> 6, 10, 13, 74, 80, 83, 98, 103, 133, 151, 155, 162, 184, 194, 231, 234, 238, 243, 288, 290, 343</p> <p><b>TE:</b> 11, 53, 78, 80, 83, 86, 98, 142, 151, 152, 182, 205, 212, 213, 241, 343</p>
<p>3. Create original prose and poetry in the target language using appropriate vocabulary and learned structures and time frames.</p>	<p><b>SE:</b> 8, 11, 53, 65, 80, 83, 114, 125, 139, 151, 194, 205, 228, 238, 258</p> <p><b>TE:</b> 17, 57, 89, 93, 215</p>
<p>4. Relate the role of geography to the history and development of a target culture.</p>	<p><b>SE:</b> 48, 155–161, 219–222, 274</p> <p><b>TE:</b> 118, 219, 269</p>
<p>5. Trace cultural developments of a target culture.</p>	<p><b>SE:</b> 44, 83, 113, 121, 122, 129, 182, 223, 226, 295, 384</p> <p><b>TE:</b> 31, 37, 45, 80, 98, 114, 118, 134, 142, 179, 182, 203, 219, 223, 252, 259, 292, 359</p>

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<b>STANDARDS AND OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6. Describe current issues pertaining to a target culture and to another school subject.	<b>SE:</b> 178, 211, 223, 226, 228, 241, 255, 315  <b>TE:</b> 45, 67, 68, 73, 118, 142, 182, 205, 235, 252, 290, 295
7. Compare the complex elements of the target language and English.	<b>SE:</b> 22–23, 25–26, 28, 29, 133, 311, 314, 315, 398, 403, 408–437  <b>TE:</b> 31, 145, 146, 203, 232
8. Compare social, economic, and political perspectives of a target culture to those of the United States, including stereotypical viewpoints.	<b>SE:</b> 89, 129, 274, 219, 289  <b>TE:</b> 67, 89, 118, 126, 211, 252, 286, 295
9. Create authentic cultural activities for a target culture event.	<b>SE:</b> 236  <b>TE:</b> 129, 219, 223, 344
10. Utilize language skills and cultural knowledge to demonstrate practical life applications.	<b>SE:</b> 114, 129, 139  <b>TE:</b> 16, 129