

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS (GPS)
GRADES K-12 FOREIGN/MODERN LANGUAGES AND LATIN**

Subject Area: Modern Languages **State-Funded Course Name & Number:** 60.06100 Spanish/Kindergarten

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*The Georgia Performance Standards (GPS) for Grades K-12 Foreign/Modern Languages and Latin may be accessed on-line at:
<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx>*

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MLEK.IP1	I. Communication Interpersonal Mode of Communication Students exchange simple spoken information in the target language, utilizing cultural references where appropriate. Students: A. use basic greetings, farewells and expressions of courtesy. B. express likes, dislikes, emotions, agreement and disagreement. C. give one word descriptions. D. comprehend basic classroom directions. E. provide simple responses based on classroom topics. F. use sequenced information, such as numbers, days of the week, months and seasons. G. imitate proper pronunciation and intonation.	Student Edition Unit 1 p. 13, p. 15, p. 17 Student Edition Unit 2 p. 47, p. 49; Unit 4 p. 135 Student Edition Unit 1 p. 39; Unit 2 p. 48, p. 52 Student Edition Unit 3 p. 84, p. 106, p. 110 Teacher Edition Unit 3 p. 82, p. 85, p. 99 Student Edition Unit 1 p. 26; Unit 6 p. 196, pp. 199-201; Unit 8 p. 258 Teacher Edition Unit 1 p. 15, p. 17, p. 24
MLEK.IP2	Students exchange simple written	

<p>MLEK.INT1</p>	<p>information in the target language, utilizing cultural references where appropriate. Students: A. copy characters and words. B. make lists based on familiar topics.</p> <p>Interpretive Mode of Communication Students demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc. Students: A. understand simple instructions, such as classroom procedures. B. demonstrate proficiency in listening comprehension.</p>	<p>Practice Book Unit 1 p. 10, p. 11; Unit 2 p. 24 Teacher Edition Unit 3 p. 94; Unit 4 p. 144; Unit 6 p. 212; Unit 8 p. 279; Unit 3 p. 103 (Black Line Master 25); Unit 5 p. 163 (Black Line Master 32); Unit 8 p. 257 (Black Line Master 43)</p> <p>Student Edition Unit 1 p. 23, pp. 25-26 Teacher Edition Unit 2 p. 48; Unit 4 p. 124, Unit 6 p. 208</p>
<p>MLEK.INT2</p>	<p>Students interpret written and visual cues to understand simple texts in the target language. Students: A. demonstrate comprehension of simple sentences and/or phrases. B. use pictures and other visual cues to infer meaning.</p>	<p>Teacher Edition Unit 3 p. 98; Unit 4 p. 116, p. 132 Student Edition Unit 4 p. 117, p. 119, p. 125</p>
<p>MLEK.P1</p>	<p>Presentational Mode of Communication Students present brief, rehearsed material orally in the target language. Students: A. present age-appropriate songs, poems etc. B. share basic information about self.</p>	<p>Teacher Edition Unit 1 p. 29; Unit 2 p. 55; Unit 8 p. 281 Student Edition Unit 1 p. 23; Unit 2 p. 47, p. 55</p>
<p>MLEK.P2</p>	<p>Students demonstrate pre-literacy writing</p>	

<p>MLEK.CU1</p>	<p>skills in the target language. Students: A. copy characters and words. B. generate ideas using graphic organizers and pictures.</p> <p>II. Cultural Perspectives, Practices, and Products Students demonstrate an emergent awareness of perspectives, practices, and products of the cultures where the target language is spoken. Students: A. demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc. B. participate in culturally-authentic simulations, such as greetings and celebrations. C. identify countries where target language is spoken.</p>	<p>Practice Book Unit 1 p. 10; Unit 2 p. 22; Unit 6 p. 85 Teacher Edition Unit 3 p. 84 (Black Line Masters 1-2 [graphic organizers]); Unit 7 p. 220 (Black Line Master 3 [graphic organizer])</p> <p>Student Edition Unit 8 p. 261, p. 265, p. 272</p> <p>Student Edition Unit 1 p. 15, p. 18; Teacher Edition Unit 8 p. 256</p> <p>Teacher Edition Unit 5 pp. 146-147; Unit 6 pp. 180-181; Unit 7 pp. 214-215</p>
<p>MLEK.CCC1</p>	<p>III. Connections, Comparisons, and Communities Students begin to make links between the target language and other subjects. Students: A. connect basic skills learned in the target language with other subjects. B. connect basic skills learned in other subjects with skills learned in the target language.</p>	<p>Student Edition Unit 2 p. 60; Unit 3 p. 94; Unit 4 p. 119</p> <p>Student Edition Unit 1 p. 26; Unit 3 p. 100; Unit 4 p. 128</p>
<p>MLEK.CCC2</p>	<p>Students begin to understand the significance of culture through comparisons between the cultures studied and their own.</p>	

MLEK.CCC3	<p>Students: A. recognize age-appropriate patterns of cultural behavior and interaction. B. demonstrate an awareness of their own culture.</p> <p>Students begin to understand basic similarities and differences among languages. Students: A. recognize similarities and differences in sound systems. B. recognize similarities and differences in writing systems.</p>	<p>Teacher Edition Unit 1 p. 15, p. 17, p. 31 Teacher Edition Unit 8 p. 261, p. 266, pp. 270-271</p> <p>Teacher Edition Unit 1 p. 24, pp. 32-33, Unit 2 p. 66 Teacher Edition Unit 3 p. 100; Unit 5 p. 168; Unit 7 p. 238</p>
MLEK.CCC4	<p>Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life. Students: A. identify places where target language is found beyond the classroom setting. B. identify places where target cultures are found beyond the classroom setting.</p>	<p>Student Edition Unit 5 pp. 158-159, pp. 166-167, pp. 174-175 Student Edition Unit 2 pp. 62-63, pp. 72-73, p. 76</p>