

**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:** 60.06200 Spanish/Grade 1

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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>*

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
MLE1.IP1	<p><b>I. Communication</b>  <b>Interpersonal Mode of Communication</b>            Students exchange simple spoken information in the target language, utilizing cultural references where appropriate.            Students:</p> <ul style="list-style-type: none"> <li>A. use basic greetings, farewells, and expressions of courtesy, in oral form.</li> <li>B. express likes, dislikes, emotions, agreement and disagreement.</li> <li>C. make simple requests.</li> <li>D. give simple descriptions.</li> <li>E. comprehend basic directions.</li> <li>F. provide simple responses using memorized words and phrases based on topics such as self, family, school, etc.</li> <li>G. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 31 in context.</li> <li>H. imitate proper pronunciation and intonation.</li> </ul>	<p>Student Edition Unit 1 p. 13, p. 15, p. 16</p> <p>Student Edition Unit 2 p. 55, p. 57, p. 68; Unit 5 p. 157, p. 167</p> <p>Student Edition Unit 1 p. 23; Unit 2 p. 69, p. 74            Student Edition Unit 1 p. 42; Unit 5 p. 169, p. 175            Student Edition Unit 1 p. 32, p. 34, p. 40            Student Edition Unit 2 p. 47, p. 57; Unit 3 p. 87</p> <p>Student Edition Unit 3 p. 85; Teacher Edition Unit 4 p. 128; Student Edition Unit 6 p. 191, p. 201, p. 205</p> <p>Student Edition Unit 1 p. 24; Unit 2 pp. 57-58; Unit 3 p. 92</p>

MLE1.IP2	<p>Students exchange simple written information in the target language, utilizing cultural references where appropriate.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>A. copy characters and words.</li> <li>B. make lists on familiar topics.</li> <li>C. complete forms for basic information.</li> </ul>	<p>Practice Book Unit 1 p. 5, pp. 9-10; Unit 7 p. 93  Teacher Edition Unit 1 p. 25; Unit 2 p. 59; Unit 3 pp. 93-94; Unit 4 p. 124  Teacher Edition Unit 3 p. 85 (Black Line Master 52); Unit 7 p. 247 (Black Line Master 53); Practice Book Unit 4 p. 58; Unit 7 p. 100</p>
MLE1.INT1	<p><b>Interpretive Mode of Communication</b></p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>A. understand simple instructions, such as classroom procedures.</li> <li>B. demonstrate proficiency in listening comprehension.</li> </ul>	<p>Teacher Edition Unit 3 p. 81, pp. 84-85, p. 91, p. 93  Student Edition Unit 5 p. 151, p. 154; Unit 6 p. 188</p>
MLE1.INT2	<p>Students interpret written and visual cues to understand simple texts in the target language.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>A. demonstrate comprehension through reading of age appropriate materials and resources.</li> <li>B. use pictures and other visual cues to infer meaning.</li> </ul>	<p>Teacher Edition Unit 6 p. 184, p. 192; Unit 7 p. 218  Student Edition Unit 4 pp. 117-118, p. 120; Unit 5 p. 177</p>
MLE1.P1	<p><b>Presentational Mode of Communication</b></p> <p>Students present brief, rehearsed material orally in the target language.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>A. present age-appropriate songs, poems,</li> </ul>	<p>Teacher Edition Unit 1 pp. 17-18, p. 21; Unit 2 pp. 54-55</p>

MLE1.P2	<p>simple dialogues, etc.  B. share basic information about self and others.</p> <p>Students demonstrate beginning writing skills in the target language. Students:  A. generate ideas using graphic organizers and pictures.  B. write single words such as name, colors, etc.  C. copy simple sentences.</p>	<p>Teacher Edition Unit 1 p. 43; Unit 2 p. 77; Unit 3 p. 111; Unit 5 p. 179</p> <p>Teacher Edition Unit 4 p. 136 (Black Line Master 4), p. 141 (Black Line Master 3); Unit 6 p. 207 (Black Line Master 2)</p> <p>Black Line Masters 11, 44, 49</p> <p>Practice Book Unit 1 pp. 12-13; Unit 7 p. 99</p>
MLE1.CU1	<p><b>II. Cultural Perspectives, Practices, and Products</b></p> <p>Students demonstrate an 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. name selected countries where the target language is spoken.</p>	<p>Student Edition Unit 8 p. 253, p. 265, p. 269, p. 272</p> <p>Teacher Edition Unit 1 p. 13, p. 15; Unit 8 p. 255, p. 264</p> <p>Teacher Edition Unit 5 p. 146; Unit 6 p. 180; Unit 7 p. 214</p>
MLE1.CCC1	<p><b>III. Connections, Comparisons, and Communities</b></p> <p>Students make links between the target language and other subjects.  Students:  A. connect basic skills learned in the target language with other subjects.</p>	<p>Student Edition Unit 1 p. 26; Teacher Edition Unit 2 p. 63; Student Edition Unit 4 p. 119</p>

MLE1.CCC2	<p>B. connect basic skills learned in other subjects with skills learned in the target language.</p> <p>Students begin to understand the significance of culture through comparisons between the cultures studied and their own. Students:</p> <p>A. recognize age-appropriate patterns of cultural behavior and interaction.</p> <p>B. demonstrate an awareness of their own culture.</p>	<p>Student Edition Unit 2 p. 60; Teacher Edition Unit 3 p. 97; Student Edition Unit 3 p.100</p> <p>Student Edition Unit 1 p. 15, pp. 18-19, p. 23</p> <p>Teacher Edition Unit 2 p. 65, p. 71; Unit 3 p. 94</p>
MLE1.CCC3	<p>Students begin to understand basic similarities and differences among languages. Students:</p> <p>A. recognize similarities and differences in sound systems.</p> <p>B. recognize similarities and differences in writing systems.</p>	<p>Teacher Edition Unit 2 p. 46; Unit 3 p. 93; Unit 4 p. 126</p> <p>Teacher Edition Unit 1 p. 34, p. 37; Unit 3 p. 101</p>
MLE1.CCC4	<p>Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life. Students:</p> <p>A. identify places where target language is found beyond the classroom setting.</p> <p>B. identify places where target cultures are found beyond the classroom setting.</p>	<p>Teacher Edition Unit 3 p. 78; Unit 4 p. 111; Unit 8 p. 248</p> <p>Student Edition Unit 2 p. 47; Unit 3 p. 89; Unit 8 p. 259</p>