

**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:** 60.06300 Spanish/Grade 2

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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.)
MLE2.IP1	<p>I. Communication Interpersonal Mode of Communication Students exchange simple spoken language in the target language, utilizing cultural references where appropriate. Students:</p> <ul style="list-style-type: none"> A. use basic greetings, farewells, and expressions of courtesy, in oral form. B. express likes, dislikes, emotions, agreement and disagreement. C. make simple requests. D. ask for clarification. E. give simple descriptions. F. comprehend basic directions. G. provide responses based on topics such as self, family, school, etc. H. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. 	<p>Student Edition Unit 1 p. 13, pp. 15-18, p. 21</p> <p>Student Edition Unit 3 p. 101; Unit 5 pp. 170-171; Unit 6 p. 185</p> <p>Student Edition Unit 5 pp. 166-167; Unit 6 p. 205; Teacher Edition Unit 8 p. 277 Student Edition Unit 5 pp. 168-170; Unit 7 p. 219, p. 222 Teacher Edition Unit 1 p. 22, p. 37; Student Edition Unit 1 p. 43 Student Edition Unit 2 p. 49, p. 51, p. 57</p> <p>Student Edition Unit 1 p. 31; Unit 2 p. 53; Unit 3 p. 99</p> <p>Student Edition Unit 3 p. 98; Unit 6 p. 191; Teacher Edition Unit 3 p. 108</p>
MLE2.IP2	Students demonstrate skills necessary to	

MLE2.INT1	<p>sustain brief oral exchanges in the target language. Students: A. initiate, participate in and close brief oral exchanges. B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.</p> <p>Interpretive Mode of Communication Students demonstrate understanding of simple spoken and written language presented 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 and reading comprehension.</p>	<p>Student Edition Unit 2 p. 77; Unit 6 p. 185; Unit 7 p. 227 Teacher Edition Unit 1 p. 17; Unit 3 p. 93; Unit 4 p. 135</p> <p>Teacher Edition Unit 3 p. 81; Student Edition Unit 3 p. 84, pp. 90-91 Teacher Edition Unit 4 pp. 116-117; Unit 5 pp. 150-151, pp. 158-159</p>
MLE2.INT2	<p>Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. Students: A. differentiate among statements, questions and exclamations. B. recognize basic gestures, body language, and intonation that clarify a message.</p>	<p>Student Edition Unit 1 p. 33; Unit 4 p. 135; Unit 8 pp. 270-271 Teacher Edition Unit 1 p. 15; Unit 2 p. 63; Unit 5 p. 154</p>
MLE2.P1	<p>Presentational Mode of Communication</p>	

<p>MLE2.P2</p>	<p>Students present brief material orally in the target language. Students: A. present songs, poems, simple dialogues etc... B. share information and give brief descriptions about self, others and surroundings.</p> <p>Students demonstrate writing skills in the target language. Students: A. write simple sentences about self, others and surroundings. B. label pictures and write short lists of words.</p>	<p>Teacher Edition Unit 1 p. 21; Unit 2 p. 55; Unit 6 p. 192; Unit 8 p. 256</p> <p>Teacher Edition Unit 1 p. 43; Unit 2 p. 77; Unit 3 p. 111</p>
<p>MLE2.CU1</p>	<p>II. Cultural Perspectives, Practices, and Products 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. C. identify selected symbols and landmarks of target cultures.</p>	<p>Teacher Edition Unit 1 p. 27; Unit 2 p. 61; Unit 3 p. 95</p> <p>Teacher Edition Unit 1 p. 27 (Black Line Master 13); Unit 8 p. 281 (Black Line Master 43); Practice Book Unit 1 pp. 6-7, p. 9</p> <p>Student Edition Unit 8 p. 253, p. 256, p. 265</p> <p>Student Edition Unit 8 p. 256, p. 277, p. 280</p> <p>Teacher Edition Unit 1 p. 12; Unit 5 p. 149; Unit 6 pp. 180-181</p>
<p>MLE2.CCC1</p>	<p>III. Connections, Comparisons, and</p>	

<p>MLE2.CCC2</p>	<p>Communities Students make links between the target language and other subjects. Students: A. connect skills learned in the target language with other subjects. B. connect skills learned in other subjects with skills learned in the target language.</p>	<p>Student Edition Unit 1 p. 26; Unit 4 p. 119, p. 128</p> <p>Student Edition Unit 2 p. 60; Unit 3 p. 108; Unit 7 p. 230</p>
<p>MLE2.CCC3</p>	<p>Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students: A. identify age-appropriate patterns of cultural behavior and interaction. B. compare cultural products, practices and perspectives.</p>	<p>Student Edition Unit 1 pp. 14-17, p. 21, pp. 30-31</p> <p>Teacher Edition Unit 8 p. 258, p. 268; Student Edition Unit 8 p. 272</p>
<p>MLE2.CCC4</p>	<p>Students demonstrate an understanding of basic similarities and differences among languages. Students: A. compare patterns of spoken communication such as intonation and pronunciation. B. compare patterns of written communication such as punctuation and capitalization.</p>	<p>Teacher Edition Unit 1 p. 24; Unit 2 p. 58; Unit 3 p. 92</p> <p>Student Edition Unit 1 p. 32, p. 34; Unit 3 p. 100</p>
<p>MLE2.CCC4</p>	<p>Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life. Students:</p>	

	A. document encounters with the target language beyond the classroom setting. B. document encounters with the target cultures beyond the classroom setting.	Teacher Edition Unit 3 p. 107; Unit 6 p. 212; Unit 7 p. 246 Teacher Edition Unit 2 p. 76; Unit 4 p. 131; Unit 5 p. 172
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