

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

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Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MLI.IP1	<p>I. Communication Interpersonal Mode of Communication (IP) The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</p> <p>The students:</p> <p>A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.</p> <p>B. Express likes, dislikes, emotions, agreement and disagreement.</p> <p>C. Make simple requests.</p> <p>D. Ask for clarification.</p> <p>E. Give simple descriptions.</p> <p>F. Comprehend basic directions.</p> <p>G. Ask questions and provide responses based on topics such as self, family, school, etc.</p> <p>H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.</p>	<p>Student Edition: Unit 0 pp. 4-5, pp. 6-7; Unit 1 p. 34</p> <p>Student Edition: Unit 1 pp. 70-71; Unit 3 pp. 168-169; Unit 4 pp. 216-217</p> <p>Student Edition: Unit 0 p. 7; Unit 3 p. 188; Unit 4 p. 263</p> <p>Student Edition: Unit 0 pp. 12-13; Teacher’s Edition: Unit 0 p. 12</p> <p>Student Edition: Unit 1 pp. 48-49; Unit 2 p. 97; Unit 3 p. 167</p> <p>Student Edition: Unit 0 pp. 10-11; Unit 4 p. 225; Teacher’s Edition: Unit 0 p. 12</p> <p>Student Edition: Unit 0 pp. 12-13, p. 15; Unit 1 p. 53</p> <p>Student Edition: Unit 0 p. 2, pp. 14-15, p. 17, p. 18</p>

MLI.IP2	<p>The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</p> <p>The students:</p> <p>A. Initiate, participate in, and close a brief oral or written exchange. B. Use formal and informal forms of address.</p> <p>C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 0 p. 7; Unit 1 p. 34, p. 51, p. 62 Student Edition: Unit 1 p. 41; Teacher’s Edition: Unit 1 pp. 32-33, p. 59 Student Edition: Unit 1 p. 75; Unit 2 p. 112; Unit 3 p. 162</p>
MLI.INT1	<p>Interpretive Mode of Communication (INT) The 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.</p> <p>The students:</p> <p>A. Identify main ideas and some details when reading and listening. B. Comprehend simple, culturally authentic announcements, messages, and advertisements. C. Understand simple instructions, such as classroom procedures. D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.</p>	<p>Student Edition: Unit 1 p. 41; Unit 2 p. 132, p. 141 Student Edition: Unit 2 p. 97; Unit 4 p. 223; Teacher’s Edition: Unit 0 p. 24 Student Edition: Unit 0 pp. 10-11; Teacher’s Edition: Unit 0 p. 11; p. 12 Student Edition: Unit 1 p. 69, p. 81; Unit 3 p. 179</p>
MLI.INT2	<p>The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</p> <p>The students:</p> <p>A. Differentiate among statements, questions and exclamations. B. Recognize basic gestures, body language, and intonation that clarify a message.</p>	<p>Student Edition: Unit 0 p. 12; Teacher’s Edition: Unit 0 p. 12; Unit 3 p. 164 Student Edition: Unit 2 p. 103; Teacher’s Edition: Unit 0 p. 5, p. 11; p. 12</p>
MLI.P1	<p>Presentational Mode of Communication (P) The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.</p> <p>The students:</p> <p>A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.</p>	<p>Student Edition: Unit 1 p. 53, p. 67; Unit 2 p. 117</p>

	<p>B. Give basic information about self and others including school, family, activities, etc.</p> <p>C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 0 p. 17; Unit 1 p. 57; Unit 2 p. 101</p> <p>Student Edition: Unit 1 p. 52, pp. 86-87; Unit 2 p. 129</p>
MLI.P2	<p>The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.</p> <p>The students:</p> <p>A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.</p> <p>B. Demonstrate comprehension of rehearsed material.</p>	<p>Student Edition: Unit 3 p. 180; Unit 4 p. 215; Teacher’s Edition: Unit 0 p. 29; Unit 1 p. 85</p> <p>Student Edition: Unit 0 p. 11; Teacher’s Edition: Unit 0 p. 29; Unit 3 p. 187</p>
MLI.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU)</p> <p>The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.</p> <p>The students:</p> <p>A. Demonstrate knowledge of contributions of target culture(s) to civilization.</p> <p>B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.</p> <p>C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.</p>	<p>Student Edition: Unit 1 p. 65; Unit 2 pp. 138-139; Unit 3 p. 175</p> <p>Student Edition: Unit 3 p. 173, p. 179; Unit 4 p. 235</p> <p>Student Edition: Unit 0 pp. 4-5; Unit 1 p. 55, p. 73</p>
MLI.CCC1	<p>III. Connections, Comparisons, and Communities (CCC)</p> <p>The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.</p> <p>The students:</p> <p>A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.</p> <p>B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).</p> <p>C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.</p>	<p>Student Edition: Unit 0 pp. 22-23; Unit 1 pp. 76-77; Unit 3 pp. 194-195</p> <p>Student Edition: Unit 2 p. 117; Unit 3 p. 161, p. 185</p> <p>Student Edition: Unit 0 p. 26; Unit 2 p. 105; Teacher’s Edition: Unit 0 p. 17, p. 19</p>

	D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	Student Edition: Unit 2 p. 90, p. 111; Unit 3 p. 177
MLI.CCC2	<p>The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.</p> <p>The students:</p> <p>A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.</p> <p>B. Demonstrate an awareness of elements of the students' own culture.</p>	<p>Student Edition: Unit 1 p. 37, p. 55; Unit 2 p. 99</p> <p>Student Edition: Unit 1 p. 47; Unit 2 p. 105; Unit 3 p. 167</p>
MLI.CCC3	<p>The students compare basic elements of the target language to the English language.</p> <p>The students:</p> <p>A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.</p> <p>B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.</p>	<p>Student Edition: Unit 0 p. 25; Unit 3 p. 169, p. 179</p> <p>Student Edition: Unit 0 pp. 2-3; Teacher's Edition: Unit 0 p. 5, p. 12</p>
MLI.CCC4	<p>The students demonstrate an awareness of current events in the target culture(s).</p> <p>The students:</p> <p>A. Give information regarding major current events of the target culture(s).</p> <p>B. Understand the impact of current events of the target culture(s).</p>	<p>Student Edition: Unit 0 p. 27; Unit 3 p. 185; Teacher's Edition: Unit 0 p. 22; Unit 3 p. 185</p> <p>Student Edition: Unit 2 p. 139; Teacher's Edition: Unit 0 p. 22; Unit 4 p. 245</p>
MLI.CCC5	<p>The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.</p> <p>The students:</p>	
	A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	Student Edition: Unit 1 p. 49; Unit 2 p. 139; Unit 3 p. 197
	B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.	Student Edition: Unit 0 p. 27; Teacher's Edition: Unit 0 p. 27; Unit 3 p. 137