

**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.)
MLIII.IP1	<p>I. Communication Interpersonal Mode of Communication (IP) The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate.</p> <p>The students:</p> <p>A. Express needs and desires.</p> <p>B. Share feelings and emotions.</p> <p>C. Exchange opinions and preferences.</p> <p>D. Give detailed descriptions.</p> <p>E. Give and follow detailed directions and instructions.</p> <p>F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.</p>	<p>Student Edition: Unit 2 p. 88, p. 100; Unit 7 p. 340, p. 359</p> <p>Student Edition: Unit 1 p. 21; Unit 4 p. 216; Unit 5 p. 259, p. 262</p> <p>Student Edition: Unit 2 pp. 94-95; Unit 6 p. 293; Unit 7 p. 343</p> <p>Student Edition: Unit 1 p. 31; Unit 2 p. 111; Unit 3 p. 125; Unit 4 p. 188, p. 190; Unit 5 p. 245</p> <p>Student Edition: Unit 0 p. 8; Unit 4 p. 221; Unit 6 p. 318</p> <p>Student Edition: Unit 0 p. 7; Unit 1 p. 19; Unit 2 p. 73, p. 75, p. 101</p>

<p>MLIII.IP2</p>	<p>The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.</p> <p>The students:</p> <p>A. Participate in extended oral and written activities reflecting the present.</p> <p>B. Begin to participate in oral and written activities reflecting the future and past.</p> <p>C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.</p> <p>D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.</p> <p>E. Begin to self-correct.</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 0 p. 3; Unit 2 p. 108; Unit 5 p. 262; Unit 7 p. 345</p> <p>Student Edition: Unit 0 p. 6; Unit 2 pp. 102-103; Unit 8 pp. 402-403, pp. 412-413</p> <p>Student Edition: Unit 4 p. 203; Unit 5 p. 274; Unit 6 p. 305; Unit 7 p. 357</p> <p>Student Edition: Unit 6 p. 321; Teacher’s Edition: Unit 1 p. 43; Unit 5 p. 275; Unit 6 p. 287</p> <p>Student Edition: Unit 3 p. 167; Unit 4 p. 221; Unit 5 p. 275</p> <p>Student Edition: Unit 5 p. 263, pp. 274-275; Unit 6 p. 289; Unit 8 pp. 340-341, p. 343, p. 347</p>
<p>MLIII.INT1</p>	<p>Interpretive Mode of Communication (INT)</p> <p>The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.</p> <p>The students:</p> <p>A. Identify main ideas and supporting details from a variety of sources.</p> <p>B. Understand culturally authentic materials and information</p> <p>C. Demonstrate comprehension of current events and issues presented through print and electronic media.</p> <p>D. Follow instructions given in the target language.</p> <p>E. Understand simple connected discourse.</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p>	<p>Teacher’s Edition: Unit 2 p. 93; Unit 4 p. 205; Unit 7 p. 366</p> <p>Student Edition: Unit 1 pp. 30-31; Unit 6 pp. 288-289, pp. 296-297</p> <p>Student Edition: Unit 4 p. 202; Unit 5 pp. 260-261; Unit 7 p. 363, pp. 368-369</p> <p>Student Edition: Unit 2 pp. 84-85; Unit 4 p. 203, p. 205</p> <p>Student Edition: Unit 1 p. 25, p. 29; Unit 2 p. 75, p. 83</p> <p>Student Edition: Unit 1 p. 31, p. 41; Unit 3 p. 131, pp. 134-135, pp. 138-139</p>
<p>MLIII.P1</p>	<p>Presentational Mode of Communication (P)</p> <p>The students present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.</p> <p>The students:</p>	

	<p>A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.</p> <p>B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.</p> <p>C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.</p> <p>D. Begin to prepare presentations in the past and future.</p> <p>E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 1 p. 39; Teacher’s Edition: Unit 2 p. 93; Unit 4 p. 205; Unit 7 p. 366</p> <p>Student Edition: Unit 1 p. 54; Unit 3 p. 124; Unit 5 p. 269</p> <p>Student Edition: Unit 2 p. 82, p. 109; Unit 3 pp. 166-167; Unit 6 p. 321; pp. 328-329</p> <p>Student Edition: Unit 4 pp. 226-227; Unit 6 pp. 334-335; Unit 8 pp. 442-443</p> <p>Student Edition: Unit 5 p. 270, pp. 274-275; Unit 6 p. 315, p. 324, pp. 328-329, pp. 334-335</p>
MLIII.P2	<p>The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language.</p> <p>The students:</p> <p>A. Prepare and present culturally authentic poetry, skits or stories.</p> <p>B. Prepare and present original essays, poetry, skits, or stories in the target language.</p>	<p>Student Edition: Unit 2 p. 113; Unit 3 p. 124, p. 129; Unit 6 p. 329</p> <p>Student Edition: Unit 2 p. 113; Unit 3 p. 167; Unit 8 p. 437</p>
MLIII.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU)</p> <p>The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</p> <p>The students:</p> <p>A. Participate in real or simulated cultural events.</p> <p>B. Discuss patterns of behavior typically associated with culture(s).</p> <p>C. Investigate the role of geography in the history and development of the culture(s) studied.</p>	<p>Student Edition: Unit 2 p. 109, p. 111; Unit 8 p. 407</p> <p>Student Edition: Unit 4 p. 181, p. 219, p. 221; Unit 6 p. 289</p> <p>Student Edition: Unit 4 p. 193; Unit 6 p. 307</p>
MLIII.CCC1	<p>III. Connections, Comparisons, and Communities (CCC)</p> <p>The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.</p> <p>The students:</p> <p>A. Understand the role of major contemporary and historical figures and events</p>	<p>Student Edition: Unit 5 pp. 234-235, p. 244; Unit 8 pp. 398-399, pp. 410-411, p. 432</p>

	<p>from the culture(s) studied.</p> <p>B. Relate topics studied in other subject areas to those studied in the target language class.</p> <p>C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.</p>	<p>Student Edition: Unit 1 p. 23, p. 31; Unit 2 p. 77, p. 91; Unit 3 p. 133; Unit 4 p. 183</p> <p>Student Edition: Unit 1 p. 19, p. 31, p. 45; Unit 2 p. 77; Unit 8 pp. 410-411</p>
MLIII.CCC2	<p>The students investigate similarities and differences that exist within and among the cultures studied.</p> <p>The students:</p> <p>A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.</p> <p>B. Compare and contrast social conventions of the target cultures with the students' own culture.</p> <p>C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.</p>	<p>Teacher's Edition: Unit 5 p. 245; Unit 7 p. 379; Unit 8 p. 438</p> <p>Student Edition: Unit 1 p. 21, p. 24; Unit 6 p. 316; Unit 7 p. 346</p> <p>Student Edition: Unit 2 p. 78, p. 90, p. 97; Unit 3 p. 139; Unit 6 p. 291</p>
MLIII.CCC3	<p>The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language.</p> <p>The students:</p> <p>A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.</p> <p>B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.</p>	<p>Student Edition: Unit 4 p. 196; Unit 5 p. 262; Unit 7 p. 360</p> <p>Student Edition: Unit 1 p. 22, p. 34; Unit 3 p. 156; Unit 8 p. 424</p>
MLIII.CCC4	<p>The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>The students:</p> <p>A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.</p> <p>B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.</p>	<p>Student Edition: Unit 3 p. 137; Unit 4 p. 176; Unit 7 p. 338, p. 388; Unit 8 p. 430</p> <p>Student Edition: Unit 5 p. 258; Unit 6 p. 298; Unit 7 p. 378</p>