

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

Subject Area: Modern Languages: Spanish **State-Funded Course Name & Number:** 60.07400 Spanish IV

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<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
MLIV.IP1	<p>I. Communication Interpersonal Mode of Communication (IP) The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.</p> <p>The students:</p> <p>A. Express needs and desires.</p> <p>B. Share emotions and preferences.</p> <p>C. Elicit and express opinions and information.</p> <p>D. Exchange personal reactions to spoken and written information related to the target culture(s).</p>	<p>Student Edition: Unit 3 p. 159, p. 163, p. 170, p. 179 Student Edition: Unit 1 p. 23, p. 45; Unit 5 p. 278; Unit 6 p. 319 Student Edition: Unit 3 p. 132, p. 157; Unit 4 p. 214; Unit 5 p. 263 Student Edition: Unit 3 p. 147; Unit 5 p. 263; Unit 6 p. 305, p. 307, p. 326</p>
MLIV.IP2	<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, with some usage of past and future tenses.</p>	<p>Student Edition: Unit 0 p. 3; Unit 1 pp. 22-23, p. 63; Unit 3 p. 179</p>

	<p>B. Exchange ideas clearly using level-appropriate material.</p> <p>C. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.</p> <p>D. Use self-correction.</p> <p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 2 p. 85; Unit 3 p. 132, p. 157, pp. 169-170; Unit 4 p. 195; Unit 6 p. 301</p> <p>Student Edition: Unit 1 p. 51; Unit 4 p. 188, p. 211</p> <p>Student Edition: Unit 3 p. 175; Unit 4 p. 231; Unit 5 p. 287, p. 294; Unit 6 p. 345</p> <p>Student Edition: Unit 0 p. 5, p. 9; Unit 1 pp. 51-52; Unit 2 p. 109, p. 123; Unit 3 p. 170</p>
MLIV.INT1	<p>Interpretive Mode of Communication (INT)</p> <p>The students comprehend spoken and written language on new 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, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.</p> <p>B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.</p> <p>C. Comprehend and react to current events and issues presented through print and electronic media.</p> <p>D. Understand simple connected discourse.</p> <p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.</p>	<p>Student Edition: Unit 1 pp. 39-40, p. 54; Unit 4 p. 237; Unit 6 p. 331, p. 351</p> <p>Student Edition: Unit 1 p. 50; Unit 2 pp. 108-109; Unit 4 p. 222; Unit 6 p. 345</p> <p>Student Edition: Unit 3 p. 155, p. 157, p. 181; Unit 4 p. 191, pp. 212-213</p> <p>Student Edition: Unit 0 p. 2, p. 4; Unit 1 p. 47, p. 52; Unit 2 p. 86, p. 89</p> <p>Student Edition: Unit 2 p. 101, p. 105; Unit 4 pp. 222-223; Unit 5 pp. 246-247</p>
MLIV.P1	<p>Presentational Mode of Communication (P)</p> <p>The students present information orally and in writing using familiar and new 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 (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.</p>	<p>Student Edition: Unit 2 p. 85, p. 110; Unit 6 p. 315, p. 317, p. 340</p> <p>Student Edition: Unit 2 p. 87, p. 97, p. 101; Unit 3 p. 181; Unit 4 p. 223; Unit 5 p. 247, p. 265</p>

	<p>C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.</p> <p>D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate.</p> <p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition: Unit 0 p. 7; Unit 1 p. 19, p. 25; Unit 6 p. 305, p. 309, p. 319</p> <p>Student Edition: Unit 1 p. 55, p. 65; Unit 2 p. 85, p. 97; Unit 3 p. 181</p> <p>Student Edition: Unit 2 p. 105, p. 113; Unit 3 p. 181; Unit 5 p. 265; Unit 6 p. 319</p>
MLIV.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 organized 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. 109; Unit 5 p. 244, p. 257; Unit 6 p. 339</p> <p>Student Edition: Unit 5 p. 287; Unit 6 p. 327, p. 339, p. 345</p>
MLIV.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU)</p> <p>The students understand, describe, 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 cultural patterns of behavior.</p> <p>C. Research and report on some aspect of the history and development of the target culture(s).</p>	<p>Student Edition: Unit 1 p. 19, p. 55; Unit 2 p. 113; Unit 4 p. 203</p> <p>Student Edition: Unit 1 p. 19, p. 31, p. 37; Unit 2 p. 77, p. 101</p> <p>Student Edition: Unit 3 pp. 172-173; Unit 6 p. 335, pp. 342-343</p>
MLIV.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. Report on the role of major contemporary and historical figures and events from the cultures studied.</p> <p>B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.</p>	<p>Student Edition: Unit 5 p. 249, p. 255, pp. 266-267</p> <p>Student Edition: Unit 1 p. 45; Unit 3 p. 153; Unit 4 p. 207; Unit 5 p. 247</p>

	C. Discuss 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.	Student Edition: Unit 3 pp. 172-173; Unit 5 p. 261, p. 263; Unit 6 p. 317, p. 319, p. 321
MLIV.CCC2	<p>The students investigate the similarities and differences that exist within and among the cultures studied.</p> <p>The students:</p> <p>A. Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture.</p> <p>B. Discuss how members of the target culture(s) view the United States.</p> <p>C. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.</p>	<p>Teacher's Edition: Unit 1 p. 56; Unit 2 p. 126; Unit 5 p. 263</p> <p>Student Edition: Unit 2 p. 105; Unit 3 p. 137, p. 161</p> <p>Student Edition: Unit 1 p. 19, pp. 56-57; Unit 2 p. 101; Unit 3 p. 135</p>
MLIV.CCC3	<p>The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language.</p> <p>The students:</p> <p>A. Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.</p> <p>B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.</p>	<p>Student Edition: Unit 1 pp. 56-57; Teacher's Edition: Unit 1 pp. 56-57</p> <p>Student Edition: Unit 1 p. 21, p. 24, p. 46; Unit 3 p. 138, p. 162; Unit 4 p. 207</p>
MLIV.CCC4	<p>The students apply 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. Discuss information acquired through the use of media, entertainment, and technology in the target language.</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 understanding.</p>	<p>Student Edition: Unit 1 p. 55; Unit 2 p. 98; Unit 4 p. 237; Unit 5 p. 267</p> <p>Student Edition: Unit 1 p. 43, p. 54; Unit 3 p. 149; Unit 5 p. 268; Unit 6 p. 314</p>