

**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:** 60.06400 Spanish/Grade 3

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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.)
MLE3.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. ask rehearsed questions on familiar topics. I. 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. 15-19</p> <p>Student Edition Unit 2 p. 51, pp. 63-66; Teacher Edition Unit 3 p. 84</p> <p>Student Edition Unit 6 pp. 202-203; Teacher Edition Unit 6 p. 204</p> <p>Student Edition Unit 2 p. 51; Unit 3 p. 83; Unit 5 p. 159</p> <p>Teacher Edition Unit 1 p. 22; Unit 2 p. 65; Unit 4 p. 115</p> <p>Student Edition Unit 4 p. 118, p. 120, p. 126</p> <p>Student Edition Unit 1 p. 31; Unit 2 p. 53, p. 61; Unit 3 p. 87</p> <p>Student Edition Unit 1 p. 31, p. 35; Unit 2 p. 49, p. 65</p> <p>Student Edition Unit 3 p. 85, p. 87; Unit 6 pp. 183-184</p>

MLE3.IP2	<p>Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</p> <p>Students:</p> <p>A. initiate, participate in, and close brief oral exchanges.</p> <p>B. use formal and informal forms of address.</p> <p>C. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.</p>	<p>Student Edition Unit 1 p. 29, p. 31; Unit 5 p. 167</p> <p>Student Edition Unit 1 p. 33; Unit 2 p. 67; Unit 7 p. 236</p> <p>Teacher Edition Unit 3 p. 100; Unit 7 p. 237; Unit 8 p. 270</p>
MLE3.INT1	<p>Interpretive Mode of Communication</p> <p>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>Students:</p> <p>A. identify main ideas and some details when reading and listening.</p> <p>B. comprehend simple, culturally authentic announcements and/or messages.</p> <p>C. understand simple instructions, such as classroom procedures.</p> <p>D. demonstrate proficiency in listening and reading comprehension.</p>	<p>Teacher Edition Unit 3 p. 83; Unit 6 pp. 184-185; Unit 7 p. 218</p> <p>Student Edition Unit 7 p. 220, p. 222; Unit 8 p. 253</p> <p>Student Edition Unit 3 p. 91, p. 95, p. 103</p> <p>Teacher Edition Unit 4 p. 124, p. 132; Unit 6 pp. 192-193, p. 200</p>
MLE3.INT2	<p>Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</p> <p>Students:</p> <p>A. differentiate among statements, questions and exclamations.</p>	<p>Student Edition Unit 2 p. 66; Unit 3 p. 100; Teacher Edition Unit 1 p. 32, Unit 2 p. 68</p>

<p>MLE3.P1</p>	<p>B. recognize basic gestures, body language, and intonation that clarify a message.</p> <p>Presentational Mode of Communication Students present brief material orally in the target language. Students: A. present songs, poems, dialogues skits etc... B. share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.</p>	<p>Teacher Edition Unit 1 p. 31, p. 42; Unit 2 p. 75; Unit 7 p. 221</p> <p>Teacher Edition Unit 1 p. 21; Unit 2 p. 64; Unit 5 p. 157</p> <p>Student Edition Unit 1 p. 27; Unit 2 p. 55; Unit 3 p. 81</p>
<p>MLE3.P2</p>	<p>Students demonstrate writing skills in the target language. Students: A. write simple sentences about familiar topics and experiences. B. label pictures, write captions and create storyboards.</p>	<p>Practice Book Unit 2 p. 20; Unit 5 p. 72; Unit 6 p. 83</p> <p>Practice Book Unit 1 p. 12; Unit 2 p. 19; Unit 3 p. 37</p>
<p>MLE3.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. B. participate in culturally-authentic simulations.</p>	<p>Student Edition Unit 8 p. 253, p. 256, p. 261, p. 264</p> <p>Teacher Edition Unit 8 p. 251, p. 267, p. 275</p>

<p>MLE3.CCC1</p>	<p>C. identify selected symbols and landmarks of target cultures. D. identify significant people from the target language cultures. E. identify similarities and differences among a variety of cultures.</p> <p>III. Connections, Comparisons, and 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>Teacher Edition Unit 1 p. 12; Unit 6 p. 198; Unit 7 p. 216 Student Edition Unit 7 p. 222; Unit 8 p. 256; Teacher Edition Unit 8 p. 258 Student Edition Unit 5 p. 170; Unit 7 p. 238; Teacher Edition Unit 3 p. 81; Unit 5 p. 175</p> <p>Student Edition Unit 2 p. 60; Unit 4 p. 128; Unit 7 p. 230 Student Edition Unit 1 p. 24; Unit 3 p. 94, p. 108</p>
<p>MLE3.CCC2</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 p. 13, pp. 15-17, p. 19 Teacher Edition Unit 1 p. 14; Unit 8 p. 266, p. 272</p>
<p>MLE3.CCC3</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</p>	<p>Teacher Edition Unit 1 p. 24; Unit 3 p. 92; Unit 4 p. 135 Student Edition Unit 1 p. 32, p. 34; Unit 2 p. 74</p>

MLE3.CCC4	capitalization. Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life. Students: A. document encounters with the target language beyond the classroom setting. B. document encounters with the target cultures beyond the classroom setting.	Student Edition Unit 3 p. 91, p. 103; Unit 4 p. 144 Student Edition Unit 8 p. 257, p. 265, p. 273
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