

**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:** 60.06600 Spanish/Grade 5

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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.)
MLE5.IP1	<p>I. Communication Interpersonal Mode of Communication Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. Students: A. use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. 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. ask questions and provide responses based on topics such as self, family, school, etc. H. use sequenced information, such as the alphabet, days of the week, months,</p>	<p>Student Edition Unit 1 p. 13, pp. 15-17; Practice Book Unit 1 pp. 5-7</p> <p>Student Edition Unit 1 p. 32; Unit 2 p. 48, pp. 50-51</p> <p>Student Edition Unit 6 pp. 202-203, p. 230 Student Edition Unit 3 pp. 83-84, p. 94, p. 109 Student Edition Unit 1 p. 37; Unit 3 p. 99, p. 107; Unit 4 p. 115 Student Edition Unit 1 p. 39; Unit 4 p. 118; Unit 5 p. 151 Student Edition Unit 1 p. 23, p. 27; Unit 2 p. 49</p> <p>Student Edition Unit 6 pp. 191-193, p. 197</p>

<p>MLE5.IP2</p>	<p>seasons, and numbers 0 to 100 in context.</p> <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 a brief oral or written exchange.</p> <p>B. use formal and informal forms of address.</p> <p>C. demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>Student Edition Unit 4 p. 131; Unit 5 p. 159; Unit 6 p. 193</p> <p>Student Edition Unit 1 pp. 16-17; Unit 2 p. 52</p> <p>Teacher Edition Unit 2 p. 68; Unit 6 p. 205; Unit 7 p. 239; Unit 8 p. 252, p. 260</p>
<p>MLE5.INT1</p>	<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, messages, and advertisements.</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 6 p. 186; Unit 7 pp. 220-221; Unit 8 p. 260</p> <p>Student Edition Unit 4 p. 120; Unit 6 pp. 186-187; Unit 7 p. 222</p> <p>Student Edition Unit 3 p. 86, p. 92, p. 108</p> <p>Teacher Edition Unit 2 pp. 48-49; Unit 3 p. 82; Unit 4 pp. 124-125</p>
<p>MLE5.INT2</p>	<p>Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</p>	

MLE5.P1	<p>Students: A. differentiate among statements, questions and exclamations. B. recognize basic gestures, body language, and intonation that clarify a message.</p> <p>Presentational Mode of Communication Students present material orally in the target language. Students: A. present short narratives, songs, poems, dialogues and skits. B. share information and give descriptions on a variety of topics such as self, family, school, community and leisure activities. C. retell stories and events in their own words with some detail.</p>	<p>Student Edition Unit 1 p. 32; Practice Book Unit 1 p. 5, p. 12 Teacher Edition Unit 1 p. 28; Unit 2 p. 42; Unit 5 p. 157</p> <p>Teacher Edition Unit 4 p. 115, p. 120, p. 136; Unit 7 p. 225 Student Edition Unit 1 p. 21; Unit 3 p. 97, p. 105, p. 107 Student Edition Unit 4 p. 144; Unit 6 p. 203, p. 205</p>
MLE5.P2	<p>Students demonstrate writing skills in the target language. Students: A. write connected narratives about familiar topics and experiences. B. label pictures, write captions and create storyboards. C. rewrite story events in their own words with some detail.</p>	<p>Teacher Edition Unit 1 p. 27; Unit 2 p. 61; Unit 5 p. 163; Unit 6 p. 197 Teacher Edition Unit 2 p. 44 (Black Line Master 54); Unit 6 p. 180 (Black Line Master 53); Practice Book Unit 2 p. 19, p. 23, p. 27 Teacher Edition Unit 3 p. 103; Unit 5 p. 162; Unit 8 p. 255</p>
MLE5.CU1	<p>II. Cultural Perspectives, Practices, and Products Students demonstrate an awareness of perspectives, practices, and products of the</p>	

<p>MLE5.CCC1</p>	<p>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. C. describe selected symbols and landmarks of target cultures. D. identify significant people from the target language cultures. E. compare and contrast similarities and differences among a variety of cultures. F. identify and research an area of interest pertaining to the target cultures.</p> <p>III. Connections, Comparisons, and Communities Students make links between the target language and other subjects. Students: A. apply skills learned in the target language with other subjects. B. apply skills learned in other subjects with skills learned in the target language.</p>	<p>Student Edition Unit 8 pp. 252-253, p. 256, pp. 260-261 Teacher Edition Unit 8 p. 251, p. 273, p. 277 Teacher Edition Unit 1 p. 39; Unit 4 p. 123; Unit 6 p. 196 Teacher Edition Unit 1 p. 38; Unit 8 p. 218, p. 252 Student Edition Unit 3 p. 102; Unit 7 p. 238; Teacher Edition Unit 2 pp. 70-71 Teacher Edition Unit 5 p. 162; Unit 6 p. 212; Unit 7 p. 221</p> <p>Student Edition Unit 1 p. 26; Unit 2 p. 66; Unit 4 p. 128 Student Edition Unit 3 p. 94; Unit 5 p. 162; Unit 7 p. 230</p>
<p>MLE5.CCC2</p>	<p>Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students: A. describe patterns of behavior and interaction among cultures. B. compare and contrast cultural products, practices and perspectives.</p>	<p>Teacher Edition Unit 2 p. 70; Unit 3 p. 102; Unit 6 p. 206 Teacher Edition Unit 6 p. 196; Unit 7 p. 222, p. 238</p>

MLE5.CCC3	<p>Students demonstrate an understanding of basic similarities and differences among languages.</p> <p>Students:</p> <p>A. compare and contrast patterns of spoken communication such as intonation and register.</p> <p>B. compare and contrast patterns of written communication such as style, syntax and audience.</p>	<p>Student Edition Unit 1 p. 24; Unit 2 p. 59; Unit 4 p. 126</p> <p>Teacher Edition Unit 1 p. 32, p. 34; Unit 2 p. 68, p. 75</p>
MLE5.CCC4	<p>Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.</p> <p>Students:</p> <p>A. document and describe encounters with the target language beyond the classroom setting.</p> <p>B. document and describe encounters with the target cultures beyond the classroom setting.</p>	<p>Teacher Edition Unit 8 p. 256, p. 261, p. 264</p> <p>Teacher Edition Unit 8 p. 253, p. 273, p. 277</p>