

**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.)
Level I		
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>Student Edition: Connecting Unit pp. 2-3; Teacher’s Edition: Connecting Unit pp. 2-3</p> <p>Student Edition: Connecting Unit pp. 26-27; Teacher’s Edition: Connecting Unit p. 23, pp. 26-27; Unit 8 pp. 208-209</p> <p>Student Edition: Connecting Unit p. 29; Teacher’s Edition: Connecting Unit p. 21; Unit 7 p. 195</p> <p>Student Edition: Connecting Unit p. 21, p. 27; Unit 5 p. 81</p> <p>Student Edition: Connecting Unit p. 3, pp. 4-5, pp. 6-7</p> <p>Student Edition: Unit 7 pp. 178-179, pp. 182-183; Teacher’s Edition: Unit 7 p. 184</p> <p>Student Edition: Connecting Unit p. 3, p. 9, p. 13, p. 17, p. 19</p>

	H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	Student Edition: Unit 8 p. 209; Teacher’s Edition: Unit 6 p. 104; Unit 8 p. 208, p. 225
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.</p> <p>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: Connecting Unit p. 15, p. 23, p. 31; Unit 5 pp. 42-43</p> <p>Student Edition: Connecting Unit p. 8; Unit 5 p. 68; Unit 6 p. 141; Teacher’s Edition: Connecting Unit p. 3; Unit 5 p. 36</p> <p>Student Edition: Unit 5 p. 39, p. 41, p. 43, p. 45; Unit 7 p. 153, p. 155, p. 161</p>
MLI.INT1	<p>Interpretive Mode of Communication (INT)</p> <p>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.</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 Novice-Mid proficiency in listening and reading comprehension.</p>	<p>Student Edition: Unit 7 p. 156; Teacher’s Edition: Unit 5 p. 51; Unit 8 p. 240</p> <p>Student Edition: Connecting Unit pp. 3-4, pp. 14-15; Unit 6 pp. 94-95</p> <p>Teacher’s Edition: Unit 6 p. 96, p. 98, p. 106; Unit 7 p. 182</p> <p>Student Edition: Unit 5 p. 39, p. 46; Unit 6 p. 91; Unit 8 p. 203</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.</p> <p>B. Recognize basic gestures, body language, and intonation that clarify a message.</p>	<p>Student Edition: Unit 5 p. 36; Unit 8 p. 204; Teacher’s Edition: Unit 8 p. 210</p> <p>Teacher’s Edition: Connecting Unit p. 3, p. 30; Unit 5 p. 36, p. 38, p. 68; Unit 8 p. 214</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>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: Connecting Unit p. 30; Unit 5 p. 51; Unit 8 p. 224; Teacher’s Edition: Unit 8 p. 223, p. 229</p> <p>Student Edition: Connecting Unit p. 9, p. 13, pp. 18-19; Unit 5 p. 52; Unit 6 p. 97</p> <p>Student Edition: Unit 6 p. 125; Unit 7 p. 165; Teacher’s Edition: Unit 6 p. 109, p. 113, p. 119</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>Teacher’s Edition: Connecting Unit p. 29; Unit 7 p. 165; Unit 8 p. 203, p. 235</p> <p>Teacher’s Edition: Unit 5 p. 36, p. 38, p. 55, p. 58</p>
MLI.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU) 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 5 pp. 78-79, pp. 80-81; Unit 7 pp. 190-191</p> <p>Student Edition: Unit 5 p. 67, p. 73; Teacher’s Edition: Connecting Unit p. 24</p> <p>Student Edition: Connecting Unit p. 3; Unit 6 p. 108, p. 137; Unit 7 p. 159</p>

MLI.CCC1	<p>III. Connections, Comparisons, and Communities (CCC) 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>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.</p>	<p>Student Edition: Unit 7 p. 161, p. 167, pp. 188-189; Unit 8 p. 209, pp. 224-225, p. 244</p> <p>Teacher’s Edition: Connecting Unit p. 9; Unit 6 p. 95, p. 109, p. 131</p> <p>Student Edition: Unit 5 p. 40, p. 56, p. 82; Unit 6 p. 122</p> <p>Student Edition: Unit 5 p. 69; Unit 8 p. 229; Teacher’s Edition: Unit 6 p. 103</p>
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>Teacher’s Edition: Unit 5 p. 51, p. 69, p. 73; Unit 6 p. 113</p> <p>Student Edition: Unit 6 p. 113, p. 115, p. 121, p. 123, p. 133</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 5 p. 38, p. 58; Unit 6 p. 106, p. 114; Teacher’s Edition: Unit 5 p. 52</p> <p>Student Edition: Unit 5 p. 42; Unit 8 p. 226; Teacher’s Edition: Unit 8 p. 210, p. 214</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 5 p. 85; Teacher’s Edition: Unit 5 p. 38; Unit 8 p. 201</p> <p>Student Edition: Unit 5 p. 39, p. 85; Unit 8 p. 219</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> <p>A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.</p> <p>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.</p>	<p>Student Edition: Connecting Unit p. 9, p. 19; Unit 5 p. 44, p. 52; Teacher’s Edition: Connecting Unit p. 8</p> <p>Teacher’s Edition: Unit 5 p. 79; Unit 6 p. 128, p. 134; Unit 7 p. 161, p. 179</p>
Level II		
MLII.IP1	<p>I. Communication Interpersonal Mode of Communication (IP) The students exchange spoken and written information in the target language, utilizing cultural references where appropriate.</p> <p>The students:</p> <p>A. Express needs and preferences.</p> <p>B. Express feelings and emotions.</p> <p>C. Request help and clarification.</p> <p>D. Give descriptions.</p> <p>E. Give and follow directions and instructions.</p> <p>F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.</p> <p>G. Ask questions and provide responses about plans and events.</p>	<p>Student Edition: Connecting Unit p. 27; Teacher’s Edition: Connecting Unit pp. 20-21, p. 26, p. 28</p> <p>Student Edition: Connecting Unit p. 4, p. 7; Teacher’s Edition: Connecting Unit pp. 4-5, pp. 10-11, p. 16</p> <p>Student Edition: Connecting Unit p. 21, p. 27; Unit 5 p. 81</p> <p>Student Edition: Connecting Unit p. 5, p. 9; Teacher’s Edition: Connecting Unit p. 2, p. 5; Unit 5 p. 38</p> <p>Student Edition: Unit 7 pp. 178-179, pp. 182-183; Teacher’s Edition: Unit 7 p. 184</p> <p>Student Edition: Connecting Unit p. 3, p. 9, p. 13, p. 19; Unit 5 p. 55</p> <p>Student Edition: Unit 6 p. 102, p. 107; Teacher’s Edition: Unit 6 p. 92, p. 106</p>
MLII.IP2	<p>The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.</p> <p>The students:</p> <p>A. Initiate, participate in, and close an oral or written exchange.</p> <p>B. Use simple paraphrasing to convey and comprehend messages.</p>	<p>Student Edition: Connecting Unit p. 15, p. 23, p. 31; Unit 5 pp. 42-43</p> <p>Student Edition: Unit 8 pp. 248-249; Teacher’s Edition: Unit</p>

	<p>C. Use gestures and body language to convey and comprehend messages.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>8 pp. 248-249 Teacher’s Edition: Connecting Unit p. 3, p. 30; Unit 5 p. 36, p. 38, p. 68; Unit 8 p. 214 Student Edition: Unit 5 p. 39, p. 41, p. 43, p. 45; Unit 7 p. 153, p. 155, p.161</p>
MLII.INT1	<p>Interpretive Mode of Communication (INT) The students understand 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 and essential details when reading and listening.</p> <p>B. Interpret culturally authentic materials and information.</p> <p>C. Comprehend and follow oral and written instructions.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.</p>	<p>Student Edition: Unit 7 p. 156; Teacher’s Edition: Unit 5 p. 51; Unit 8 p. 240 Student Edition: Unit 5 pp. 80-81; Teacher’s Edition: Unit 5 p. 80; Unit 8 p. 249 Teacher’s Edition: Unit 6 p. 96, p. 98, p. 106; Unit 7 p. 182 Student Edition: Unit 5 p. 39, p. 46; Unit 6 p. 91; Unit 8 p. 203</p>
MLII.INT2	<p>The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language.</p> <p>The students:</p> <p>A. Differentiate among increasingly complex statements, questions, and exclamations.</p> <p>B. Interpret basic gestures, body language, and intonation that clarify a message.</p>	<p>Student Edition: Unit 5 p. 36; Unit 8 p. 204; Teacher’s Edition: Unit 8 p. 210 Teacher’s Edition: Connecting Unit p. 30; Unit 5 p. 36, p. 38, p. 68</p>
MLII.P1	<p>Presentational Mode of Communication (P) The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns.</p> <p>The students:</p> <p>A. Relate main ideas and essential details from level-appropriate print or non-print material.</p> <p>B. Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>C. Write short, organized compositions, using visual and technological</p>	<p>Student Edition: Unit 7 p. 156; Unit 8 p. 249; Teacher’s Edition: Unit 5 p. 33; Unit 8 p. 240 Student Edition: Unit 5 p. 51; Unit 8 p. 224; Teacher’s Edition: Unit 8 p. 223, p. 229 Student Edition: Unit 5 p. 82; p. 86; Unit 6 p. 102, p. 108, p.</p>

	<p>support as appropriate.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>132</p> <p>Student Edition: Unit 6 p. 125; Unit 7 p. 165; Teacher's Edition: Unit 6 p. 109, p. 113, p. 119</p>
MLII.P2	<p>The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.</p> <p>The students:</p> <p>A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.</p> <p>B. Demonstrate comprehension of material.</p>	<p>Teacher's Edition: Connecting Unit p. 29; Unit 7 p. 165; Unit 8 p. 203, p. 235</p> <p>Teacher's Edition: Unit 5 p. 36, p. 38, p. 55, p. 58</p>
MLII.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU)</p> <p>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.</p> <p>The students:</p> <p>A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.</p> <p>B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.</p>	<p>Teacher's Edition: Unit 5 p. 33; Unit 6 p. 138; Unit 7 p. 165</p> <p>Student Edition: Connecting Unit pp. 24-25; Unit 5 p. 73; Unit 6 p. 136; Unit 8 p. 229</p> <p>Student Edition: Unit 7 p. 151, pp. 152-153; Teacher's Edition: Unit 8 p. 233</p>
MLII.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. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.</p> <p>B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.</p>	<p>Student Edition: Unit 6 p. 105, p. 117; Teacher's Edition: Unit 6 p. 105</p> <p>Student Edition: Unit 6 p. 105; Unit 7 p. 173; Teacher's Edition: Unit 7 p. 173</p>
MLII.CCC2	<p>The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.</p> <p>The students:</p> <p>A. Compare and contrast traditions, such as holidays, foods, and celebrations.</p>	<p>Student Edition: Connecting Unit p. 15; Teacher's Edition: Connecting Unit p. 14, p. 23; Unit 6 p. 115, p. 137</p>

	<p>B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.</p> <p>C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.</p>	<p>Student Edition: Unit 5 p. 49; Teacher's Edition: Connecting Unit p. 3</p> <p>Student Edition: Unit 7 p. 161; Unit 8 p. 218; Teacher's Edition: Unit 5 p. 77</p>
MLII.CCC3	<p>The students develop a better understanding of the English language through the study of the target language.</p> <p>The students:</p> <p>A. Compare vocabulary usage and structural patterns of the target language with English.</p> <p>B. Use level-appropriate idiomatic expressions in the target language.</p>	<p>Student Edition: Unit 5 p. 58; Teacher's Edition: Connecting Unit p. 11, p. 29; Unit 5 p. 52</p> <p>Student Edition: Unit 5 p. 36; Unit 7 p. 148; Teacher's Edition: Unit 6 p. 93</p>
MLII.CCC4	<p>The students identify current events and issues 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 major current events on the target culture(s).</p>	<p>Student Edition: Unit 5 p. 85; Teacher's Edition: Unit 5 p. 38; Unit 8 p. 201</p> <p>Student Edition: Unit 5 p. 39, p. 85; Unit 8 p. 219</p>
MLII.CCC5	<p>The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>The students:</p> <p>A. Illustrate how the target language and culture(s) studied are evident in and through 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 basic cultural knowledge.</p>	<p>Student Edition: Connecting Unit p. 9, p. 19; Unit 5 p. 44, p. 52; Teacher's Edition: Connecting Unit p. 8</p> <p>Teacher's Edition: Unit 5 p. 79; Unit 6 p. 128, p. 134; Unit 7 p. 161, p. 179</p>