

**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:** 60.07100 Spanish I

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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.)
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>H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.</p>	<p>Student Edition: Unit 0 pp. 4-5, pp. 6-7; Unit 1 p. 34</p> <p>Student Edition: Unit 1 pp. 70-71; Unit 3 pp. 164-165; Unit 4 pp. 210-211</p> <p>Student Edition: Unit 0 p. 7; Unit 3 p. 184; Unit 4 p. 255</p> <p>Student Edition: Unit 0 pp. 12-13; Teacher’s Edition: Unit 0 p. 12</p> <p>Student Edition: Unit 1 pp. 48-49; Unit 2 p. 95; Unit 3 p. 163</p> <p>Student Edition: Unit 0 pp. 10-11; Unit 7 p. 399, p. 400</p> <p>Student Edition: Unit 0 pp. 12-13, p. 15; Unit 1 p. 53</p> <p>Student Edition: Unit 0 p. 2, pp. 14-15, p. 17, p. 18</p>

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: Unit 0 p. 7; Unit 1 p. 34, p. 51, p. 62</p> <p>Student Edition: Unit 1 p. 41; Teacher’s Edition: Unit 1 pp. 32-33, p. 59</p> <p>Student Edition: Unit 1 p. 75; Unit 2 p. 110; Unit 7 p. 373</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 1 p. 41; Unit 2 p. 130, p. 137</p> <p>Student Edition: Unit 2 p. 95; Unit 4 p. 217; Unit 5 p. 285</p> <p>Student Edition: Unit 0 pp. 10-11; Unit 5 p. 293; Teacher’s Edition: Unit 0 p. 11; Unit 6 p. 320</p> <p>Student Edition: Unit 1 p. 69, p. 79; Unit 3 p. 175</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 0 p. 12; Teacher’s Edition: Unit 0 p. 12; Unit 3 p. 160; Unit 5 p. 262</p> <p>Student Edition: Unit 2 p. 101; Teacher’s Edition: Unit 0 p. 5, p. 11; Unit 8 p. 450</p>
MLI.P1	<p>Presentational Mode of Communication (P)</p> <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: Unit 1 p. 53, p. 67; Unit 2 p. 115</p> <p>Student Edition: Unit 0 p. 17; Unit 1 p. 57; Unit 2 p. 120</p> <p>Student Edition: Unit 1 p. 52, pp. 84-85; Unit 2 p. 127</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>Student Edition: Unit 3 p. 176; Unit 4 p. 209; Teacher’s Edition: Unit 0 p. 29; Unit 1 p. 83</p> <p>Student Edition: Unit 7 p. 373; Teacher’s Edition: Unit 3 p. 183; Unit 5 p. 277; Unit 8 p. 420</p>
MLI.CU1	<p>II. Cultural Perspectives, Practices, and Products (CU)</p> <p>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 1 p. 65; Unit 2 p. 135; Unit 3 p. 171</p> <p>Student Edition: Unit 3 p. 169, p. 175; Unit 4 p. 229</p> <p>Student Edition: Unit 0 pp. 4-5; Unit 1 p. 55, p. 73</p>
MLI.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. 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>Student Edition: Unit 0 pp. 22-23; Unit 1 p. 76; Unit 3 p. 190</p> <p>Student Edition: Unit 2 p. 115; Unit 3 p. 157; Unit 5 p. 267</p> <p>Student Edition: Unit 0 p. 26; Unit 2 p. 103; Unit 6 p. 327</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.	Student Edition: Unit 2 p. 88, p. 109; Unit 3 p. 173; Unit 5 p. 275
MLI.CCC2	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students: A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. B. Demonstrate an awareness of elements of the students' own culture.	Student Edition: Unit 1 p. 37, p. 55; Unit 2 p. 97 Student Edition: Unit 1 p. 47; Unit 2 p. 103; Unit 3 p. 163
MLI.CCC3	The students compare basic elements of the target language to the English language. The students: A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	Student Edition: Unit 0 p. 25; Unit 3 p. 165, p. 175 Student Edition: Unit 0 pp. 2-3; Teacher's Edition: Unit 0 p. 5, p. 12; Unit 5 p. 262
MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students: A. Give information regarding major current events of the target culture(s). B. Understand the impact of current events of the target culture(s).	Student Edition: Unit 3 p. 181; Teacher's Edition: Unit 0 p. 22; Unit 3 p. 181; Unit 7 p. 391 Student Edition: Unit 2 p. 135; Unit 6 p. 319, p. 333; Teacher's Edition: Unit 4 p. 239
MLI.CCC5	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. The students: A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology. 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.	Student Edition: Unit 1 p. 49; Unit 3 p. 191; Unit 6 p. 333 Student Edition: Unit 0 p. 27; Unit 6 p. 325; Teacher's Edition: Unit 0 p. 27; Unit 8 p. 463