

**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.)
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: Unit 1 p. 67; Unit 2 p. 97; Unit 7 p. 372</p> <p>Student Edition: Unit 1 p. 52; Unit 7 p. 366, p. 369</p> <p>Student Edition: Unit 5 p. 240, p. 243; Teacher’s Edition: Unit 0 p. 18</p> <p>Student Edition: Unit 0 p. 3; p. 9; Unit 1 p. 47</p> <p>Student Edition: Unit 4 p. 204, p. 210, p. 212</p> <p>Student Edition: Unit 1 p. 37, p. 49, p. 56, p. 63</p> <p>Student Edition: Unit 1 p. 59; Unit 2 p. 99; Unit 3 p. 143</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>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>Student Edition: Unit 0 p. 15; Unit 3 p. 168; Teacher’s Edition: Unit 1 p. 32</p> <p>Student Edition: Unit 2 p. 125; Teacher’s Edition: Unit 4 p. 214; Unit 7 p. 370; Unit 8 p. 415</p> <p>Teacher’s Edition: Unit 1 p. 63; Unit 5 p. 244; Unit 8 p. 398</p> <p>Student Edition: Unit 4 p. 223; Unit 7 pp. 390-391; Unit 8 p. 443</p>
MLII.INT1	<p>Interpretive Mode of Communication (INT)</p> <p>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 2 p. 100; p.125; Unit 6 p. 333</p> <p>Student Edition: Unit 5 pp. 286-287; Unit 7 pp. 384-385</p> <p>Student Edition: Unit 1 p. 37; Unit 3 p. 141; Unit 5 p. 277</p> <p>Student Edition: Unit 2 p. 118; Unit 4 p. 217; Unit 7 p. 344</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 1 p. 60, p. 64; Teacher’s Edition: Unit 8 p. 414</p> <p>Teacher’s Edition: Unit 2 p. 84; Unit 3 p. 172; Unit 4 p. 224; Unit 6 p. 291</p>
MLII.P1	<p>Presentational Mode of Communication (P)</p> <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>Student Edition: Unit 1 pp. 72-73; Unit 2 pp. 124-125; Unit 6 p. 333</p> <p>Student Edition: Unit 1 p. 64; Unit 5 pp. 286-287; Unit 7 p. 381</p>

	<p>C. Write short, organized compositions, using visual and technological 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>Student Edition: Unit 1 p. 48; Unit 2 p. 93; Unit 5 p. 275</p> <p>Student Edition: Unit 1 p. 65; Unit 3 p. 169; Unit 5 p. 265; Teacher’s Edition: Unit 1 p. 41</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>Student Edition: Unit 6 p. 301; Teacher’s Edition: Unit 1 p. 34; Unit 5 p. 242</p> <p>Student Edition: Unit 7 pp. 390-391; Teacher’s Edition: Unit 1 p. 50; Unit 5 p. 266; Unit 8 p. 416</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 1 p. 51; Unit 4 p. 191; Unit 2 p. 111</p> <p>Student Edition: Unit 1 p. 37; Unit 3 p. 157; Unit 5 p. 255</p> <p>Student Edition: Unit 1 p. 71; Unit 3 p. 175; Teacher’s Edition: Unit 2 p. 125</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 4 p. 201, p. 203, p. 217</p> <p>Student Edition: Unit 1 p. 45; Unit 2 p. 87; Unit 4 p. 207</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>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 3 p. 155; Unit 4 p. 191; Unit 5 p. 259 Student Edition: Unit 4 p. 211; p. 219; Unit 5 p. 245</p> <p>Student Edition: Unit 1 p. 47; Unit 3 p. 163; Teacher's Edition: Unit 2 p. 125</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 1 p. 54; Unit 4 p. 202; Unit 6 p. 315; Unit 7 p. 350 Student Edition: Unit 1 p. 32; Unit 3 p. 167; Teacher's Edition: Unit 5 p. 249</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 8 p. 431, pp. 442-443; Teacher's Edition: Unit 3 p. 153 Student Edition: Unit 8 p. 422; Teacher's Edition: Unit 5 p. 247, p. 265; Unit 7 p. 351</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: Unit 2 p. 123; Unit 7 p. 357, p. 365</p> <p>Student Edition: Unit 1 p. 71; Unit 3 p. 171; Unit 7 p. 379</p>