

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: High School Spanish **State-Funded Course:** 60.07100 Spanish I

Textbook Title: *¡Aventura 1!*

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<http://www.georgiastandards.org/>.*

| <u>Standard</u> (Cite Number) | <u>Standard</u> (Cite specific standard) | <u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.) |
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| I. Communication Interpersonal Mode of Communication - MLI.IP1 | <p>The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. 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>pp. 4, 5, 7, 10, 20, 23, 27</p> <p>pp. 158, 159, 160, 161, 162, 163</p> <p>pp. 26, 29, 55, 66, 71, 275</p> <p>pp. 96, 97, 98, 105, 115, 146</p> <p>pp. 176, 220, 264, 312, 358, 406</p> <p>pp. 94, 97, 98, 111, 117, 187</p> <p>pp. 26, 29, 55, 66, 71, 275</p> |

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| <p>MLI.IP2</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>The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. 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>pp. 2, 25, 28, 29, 214, 215, 275</p> <p>pp. 19, 73, 115, 118, 146, 184</p> <p>pp. 22, 23, 69, 104, 187, 196</p> <p>pp. 34, 176, 220, 264, 312, 358, 406</p> |
| <p>Interpretive Mode of Communication - MLI.INT1</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. 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>pp. 16, 58, 108, 152, 172, 198, 216</p> <p>pp. 51, 53, 57, 68, 107</p> <p>pp. 91, 97, 135, 273, 274, 322</p> <p>pp. 30, 41, 58, 61, 108, 111, 124, 135</p> |

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| <p>II. Cultural Perspectives, Practices, and Products - MLI.CU1</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>The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. 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>pp. 50, 62, 74, 92, 112, 136, 146</p> <p>Can be targeted throughout text.</p> <p>pp. 85, 129, 177, 221, 265, 313</p> <p>pp. 11, 63, 75, 103, 147, 211</p> <p>pp. 5, 11, 21, 22, 27, 63, 147</p> |
| <p>III. Connections, Comparisons, and Communities - MLI.CCC1</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. 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>pp. 93, 103, 113, 137, 157, 185, 203, 229</p> <p>pp. 57, 78, 129, 137, 157, 167, 177, 203</p> |

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| <p>MLI.CCC2</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>The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:</p> | <p>pp. 106, 154, 211, 289, 335</p> <p>pp. 35, 129, 177, 221, 313, 407</p> |
| <p>MLI.CCC3</p> | <p>The students compare basic elements of the target language to the English language. 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>pp. 5, 21, 22, 27, 147, 301</p> <p>pp. 5, 21, 22, 27, 147</p> |
| <p>MLI.CCC4</p> | <p>The students demonstrate an awareness of current events in the target culture(s). The students:</p> | <p>pp. 6, 59, 109, 243, 289, 337</p> <p>Can be targeted throughout text.</p> |

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| MLI.CCC5 | A. Give information regarding major current events of the target culture(s). | pp. 51, 58, 93, 103, 288 |
| | B. Understand the impact of current events of the target culture(s). | pp. 51, 58, 93, 103, 288 |
| | 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. | pp. 126, 127, 167, 174, 175, 279 |
| 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. | pp. 126, 127, 167, 174, 175, 279 | |