

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: High School Spanish **State-Funded Course:** 60.07200 Spanish II

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

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
I. Communication Interpersonal Mode of Communication - MLII.IP1	<p>The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. 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>pp. 56, 63, 76, 85, 302, 312, 324</p> <p>pp. 62, 108, 130, 150, 174, 254</p> <p>pp. 39, 55, 57, 74, 125, 127</p> <p>pp. 28, 29, 37, 217, 219, 261</p> <p>pp. 132, 133, 134, 135, 137</p> <p>pp. 13, 17, 18, 155, 158, 174, 211</p> <p>pp. 17, 27, 28, 85, 211, 221, 316</p>

<p>MLII.IP2</p>	<p>The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. 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>pp. 19, 31, 65, 82, 85, 211</p> <p>pp. 28, 38, 39, 55, 112, 161, 208</p> <p>Can be targeted throughout text.</p> <p>pp. 44, 92, 142, 196, 246, 294</p>
<p>Interpretive Mode of Communication - MLII.INT1</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. 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>pp. 40, 68, 88, 118, 138, 170, 236</p> <p>pp. 133, 136, 258, 288, 373, 454</p> <p>pp. 269, 288, 289, 329, 365, 419</p> <p>pp. 150, 158, 204, 226, 236, 254, 302</p>

<p>MLII.INT2</p>	<p>The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. 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>pp. 74, 75, 241, 285, 377, 382</p> <p>Can be targeted throughout text.</p>
<p>Presentational Mode of Communication - MLII.P1</p>	<p>The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. 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 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>pp. 100, 108, 122, 138, 320, 380</p> <p>pp. 247, 295, 343, 391, 437</p> <p>pp. 294, 342, 390, 436, 458</p> <p>pp. 44, 142, 196, 246, 294</p>
<p>MLII.P2</p>	<p>The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:</p>	

<p>II. Cultural Perspectives, Practices, and Products - MLII.CU1</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>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. 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>Can be targeted throughout text.</p> <p>pp. 108, 122, 138, 150, 174, 204</p> <p>Can be targeted throughout text.</p> <p>pp. 25, 35, 63, 109, 159, 215, 237, 283</p> <p>pp. 118, 131, 151, 159, 175, 237</p>
<p>III. Connections, Comparisons, and Communities - MLII.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. 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>pp. 53, 68, 73, 81</p> <p>pp. 63, 101, 151, 205, 255, 265</p>

<p>MLII.CCC2</p>	<p>The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. 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>pp. 25, 63, 109, 159, 237, 283</p> <p>pp. 35</p> <p>pp. 118,131, 151, 159, 175, 239</p>
<p>MLII.CCC3</p>	<p>The students develop a better understanding of the English language through the study of the target language. 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>pp. 9, 29, 58, 66, 164, 228, 256, 257</p> <p>pp. 47, 95, 145, 243, 291</p>
<p>MLII.CCC4</p>	<p>The students identify current events and issues in the target culture(s). 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>pp. 15, 20, 25, 131, 227, 313</p> <p>pp. 15, 20, 25, 131, 227, 313</p>

<p>MLII.CCC5</p>	<p>The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. 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>pp. 45, 93, 143, 197, 343</p> <p>Can be targeted throughout text.</p>
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