

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** High School Spanish **State-Funded Course:** 60.07300 Spanish III

**Textbook Title:** *jAventura! 3*

**Publisher:** EMC Publishing, LLC

*The Georgia Performance Standards for grades K-12 Foreign Language, K-12 ESOL, and 9-12 ELA may be accessed on-line at:  
<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.)
<b>I. Communication Interpersonal Mode of Communication - MLIII.IP1</b>	<p><b>The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:</b></p> <p>A. Express needs and desires.</p> <p>B. Share feelings and emotions.</p> <p>C. Exchange opinions and preferences.</p> <p>D. Give detailed descriptions.</p> <p>E. Give and follow detailed directions and instructions.</p> <p>F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.</p>	<p>pp. 26, 209, 221, 274, 275, 277</p> <p>pp. 26, 160, 170, 222, 274, 275, 277</p> <p>pp. 34, 37, 52, 75, 137, 196, 222, 264</p> <p>pp. 72, 117, 290, 300, 338, 408</p> <p>pp. 107, 109, 127, 144, 188</p> <p>pp. 114, 136, 209, 339, 355, 401</p>

<p><b>MLIII.IP2</b></p>	<p><b>The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:</b></p> <p>A. Participate in extended oral and written activities reflecting the present.</p> <p>B. Begin to participate in oral and written activities reflecting the future and past.</p> <p>C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.</p> <p>D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.</p> <p>E. Begin to self-correct.</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>pp. 8, 37, 57, 62, 67, 71</p> <p>pp. 104, 105, 106, 117, 255, 256</p> <p>pp. 65, 107, 108, 117, 236</p> <p>pp. 144, 188, 236, 282, 330, 372</p> <p>pp. 144, 188, 236, 282, 330, 372</p>
<p><b>Interpretive Mode of Communication - MLIII.INT1</b></p>	<p><b>The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:</b></p> <p>A. Identify main ideas and supporting details from a variety of sources.</p> <p>B. Understand culturally authentic materials and information.</p>	<p>pp. 22, 34, 60, 196, 278</p> <p>pp. 57, 66, 67, 86, 199, 269</p>

<p><b>Presentational Mode of Communication - MLIII.P1</b></p>	<p>C. Demonstrate comprehension of current events and issues presented through print and electronic media.</p> <p>D. Follow instructions given in the target language.</p> <p>E. Understand simple connected discourse.</p> <p>F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p> <p><b>The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:</b></p> <p>A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.</p> <p>B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.</p> <p>C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.</p> <p>D. Begin to prepare presentations in the past and future.</p>	<p>pp. 5, 103, 113, 181, 197, 301</p> <p>pp. 7, 9, 10, 31, 37, 77</p> <p>pp. 73, 103, 153, 265, 313</p> <p>pp. 151, 152, 153, 169, 170, 171</p> <p>pp. 95, 145, 189, 237, 283, 331</p> <p>pp. 95, 145, 189, 237, 283, 331</p> <p>pp. 144, 188, 282, 330, 372</p> <p>pp. 95, 145, 237, 283, 331</p>
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<p><b>MLIII.CCC2</b></p>	<p>A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.</p> <p>B. Relate topics studied in other subject areas to those studied in the target language class.</p> <p>C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.</p> <p><b>The students investigate similarities and differences that exist within and among the cultures studied. The students:</b></p> <p>A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.</p> <p>B. Compare and contrast social conventions of the target cultures with the students' own culture.</p> <p>C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.</p>	<p>pp. 5, 61, 68, 113, 133, 153, 161</p> <p>pp. 29, 35, 189, 237, 283, 331</p> <p>pp. 22, 35, 113, 118, 133, 161</p> <p>pp. 5, 61, 113, 133, 161</p> <p>pp. 53, 61, 73, 118, 181</p> <p>pp. 73, 113, 181, 189, 301</p>
<p><b>MLIII.CCC3</b></p>	<p><b>The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:</b></p> <p>A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.</p>	

