

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

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

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*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.)
I. Communication Interpersonal Mode of Communication - MLIII.IP1	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: A. Express needs and desires. B. Share feelings and emotions. C. Exchange opinions and preferences. D. Give detailed descriptions. E. Give and follow detailed directions and instructions. F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.	pp. 26, 209, 221, 274, 275, 277 pp. 26, 160, 170, 222, 274, 275, 277 pp. 34, 37, 52, 75, 137, 196, 222, 264 pp. 72, 117, 290, 300, 338, 408 pp. 107, 109, 127, 144, 188 pp. 114, 136, 209, 339, 355, 401

<p>MLIII.IP2</p>	<p>The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:</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>Interpretive Mode of Communication - MLIII.INT1</p>	<p>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:</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>Presentational Mode of Communication - MLIII.P1</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>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:</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>E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>pp. 144, 188, 282, 330, 372</p>
<p>MLIII.P2</p>	<p>The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:</p> <p>A. Prepare and present culturally authentic poetry, skits or stories.</p> <p>B. Prepare and present original essays, poetry, skits, or stories in the target language.</p>	<p>pp. 144, 188, 236, 282, 330</p> <p>pp. 144, 188, 236, 282, 330</p>
<p>II. Cultural Perspectives, Practices, and Products - MLIII.CU1</p>	<p>The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:</p> <p>A. Participate in real or simulated cultural events.</p> <p>B. Discuss patterns of behavior typically associated with culture(s).</p> <p>C. Investigate the role of geography in the history and development of the culture(s) studied.</p>	<p>pp. 35, 53, 61, 73, 113, 123, 161</p> <p>pp. 17, 29, 53, 223, 245, 253</p>
<p>III. Connections, Comparisons, and Communities - MLIII.CCC1</p>	<p>The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:</p>	

<p>MLIII.CCC2</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>The students investigate similarities and differences that exist within and among the cultures studied. The students:</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>MLIII.CCC3</p>	<p>The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:</p> <p>A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.</p>	

<p>MLIII.CCC4</p>	<p>B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.</p> <p>The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:</p> <p>A. Extend target language skills and cultural knowledge through the use of 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 cultural knowledge.</p>	<p>pp. 54, 55, 62, 63, 164, 257</p> <p>pp. 95, 145, 189, 237, 283, 331</p> <p>pp. 95, 145, 189, 237, 283, 331</p>
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