

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS (GPS)
GRADES K-12 FOREIGN/MODERN LANGUAGES AND LATIN**

Subject Area: Spanish **State-Funded Course Name & Number:** Modern Languages Level I (HS)

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*The Georgia Performance Standards (GPS) for Grades K-12 Foreign/Modern Languages and Latin may be accessed on-line at:
<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx>*

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
	Georgia Performance Standards for Modern Languages Level I	
	Georgia Performance Standards with Elements	
	I. Communication Interpersonal Mode of Communication (IP)	
MLI.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLI.IP1.A	A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	SE/ATE: 4, 5, 7, 15, 23, 25, 36, 41, 71
MLI.IP1.B	B. Express likes, dislikes, emotions, agreement and disagreement.	SE/ATE: 164, 175, 177, 178, 179, 180, 181, 189, 205, 240
MLI.IP1.C	C. Make simple requests.	SE/ATE: 57, 58, 73, 92, 110, 140
MLI.IP1.D	D. Ask for clarification.	The opportunity to address this objective is available. See the following: SE/ATE: 59, 86, 119, 217, 275, 339, 385, 439, 457, 470 Asking for clarification is modeled in the student activities throughout the text.
MLI.IP1.E	E. Give simple descriptions.	SE/ATE: 53, 62, 75, 76, 77, 81
MLI.IP1.F	F. Comprehend basic directions.	SE/ATE: 91, 130, 423

Kommentar [Tanya1]: C not specifically addressed but the activities for students to a responses.

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MLI.IP1.G	G. Ask questions and provide responses based on topics such as self, family, school, etc.	SE/ATE: 11, 12, 20, 73, 151, 154, 159, 160, 186, 191
MLI.IP1.H	H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	SE/ATE: 34, 35, 36, 67, 80, 188, 207, 224, 227, 229, 234
MLI.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
MLI.IP2.A	A. Initiate, participate in, and close a brief oral or written exchange.	SE/ATE: 42, 205, 209, 216, 217, 224, 239, 296
MLI.IP2.B	B. Use formal and informal forms of address.	SE/ATE: 26, 27, 28, 29, 32, 36, 41, 119
MLI.IP2.C	C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	SE/ATE: 63, 64, 67, 191, 198, 209, 229, 238, 245
	Interpretive Mode of Communication (INT)	
MLI.INT1	MLI.INT1 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:	
MLI.INT1.A	A. Identify main ideas and some details when reading and listening.	SE/ATE: 38, 67, 59, 94, 142, 194, 219, 242, 291, 341, 384
MLI.INT1.B	B. Comprehend simple, culturally authentic announcements, messages, and advertisements.	SE/ATE: 146, 252, 259, 279, 290, 361, 425
MLI.INT1.C	C. Understand simple instructions, such as classroom procedures.	SE/ATE: 7, 325, 329, 335, 343, 353, 358
MLI.INT1.D	D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.	SE/ATE: 5, 17, 33, 73, 164, 205, 303, 389, 431, 465

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MLI.INT2	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
MLI.INT2.A	A. Differentiate among statements, questions and exclamations.	SE/ATE: 108, 109, 110, 208, 209, 420
MLI.INT2.B	B. Recognize basic gestures, body language, and intonation that clarify a message.	SE/ATE: 9, 36, 41
	Presentational Mode of Communication (P)	
MLI.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
MLI.P1.A	A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	SE/ATE: 97, 98, 105, 108, 120, 446
MLI.P1.B	B. Give basic information about self and others including school, family, activities, etc.	This objective is addressed throughout. See, for example: SE/ATE: 20, 27, 47, 57, 73, 87, 105, 128, 205, 235, 285, 353, 405
MLI.P1.C	C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	This objective is addressed throughout. See, for example: SE/ATE: 20, 97, 115, 146, 198, 296, 310, 320, 336, 346
MLI.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
MLI.P2.A	A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	SE/ATE: 36, 42, 91, 120, 139, 178, 183, 296, 316, 340
MLI.P2.B	B. Demonstrate comprehension of rehearsed material.	SE/ATE: 7, 36, 369, 423, 435

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	II. Cultural Perspectives, Practices, and Products (CU)	
MLI.CU1	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
MLI.CU1.A	A. Demonstrate knowledge of contributions of target culture(s) to civilization.	SE/ATE: 10, 54, 55, 65, 184, 210, 258, 307, 413-414
MLI.CU1.B	B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	SE/ATE: 23, 30, 38, 41, 83, 146, 161, 259, 360, 366
MLI.CU1.C	C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	SE/ATE: 8, 9, 28, 29, 112, 131, 132, 184, 231, 331, 384
	III. Connections, Comparisons, and Communities (CCC)	
MLI.CCC1	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:	
MLI.CCC1.A	A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	SE/ATE: 13, 14, 15, 37, 38, 52, 169, 227, 330, 346, 423
MLI.CCC1.B	B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	This objective is addressed throughout. See, for example: SE/ATE: 10, 12, 15, 30, 42, 65, 131, 210, 290, 352
MLI.CCC1.C	C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	SE/ATE: 29, 131, 210, 231, 281, 385

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MLI.CCC1.D	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.	SE/ATE: 17, 41, 42, 55, 65, 87, 98, 112
MLI.CCC2	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
MLI.CCC2.A	A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.	SE/ATE: 55, 113, 132, 144, 161, 184, 258, 281, 331, 469
MLI.CCC2.B	B. Demonstrate an awareness of elements of the students' own culture.	SE/ATE: 55, 65, 82, 437
MLI.CCC3	The students compare basic elements of the target language to the English language. The students:	
MLI.CCC3.A	A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	SE/ATE: 16, 60, 74, 136, 326, 335, 354, 364, 432
MLI.CCC3.B	B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	SE/ATE: 2, 14, 88, 136, 165, 263, 337, 378, 406, 420
MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:	
MLI.CCC4.A	A. Give information regarding major current events of the target culture(s).	SE/ATE: 161, 211, 258, 360, 412, 413, 460, 468
MLI.CCC4.B	B. Understand the impact of current events of the target culture(s).	SE/ATE: 161, 196, 258, 360, 460, 461, 468

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MLI.CCC5	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:	
MLI.CCC5.A	A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	SE/ATE: 17, 37-38, 41, 52, 54, 98, 112, 142, 413, 437
MLI.CCC5.B	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.	SE/ATE: 19, 41, 55, 65, 132, 211, 384, 398, 424