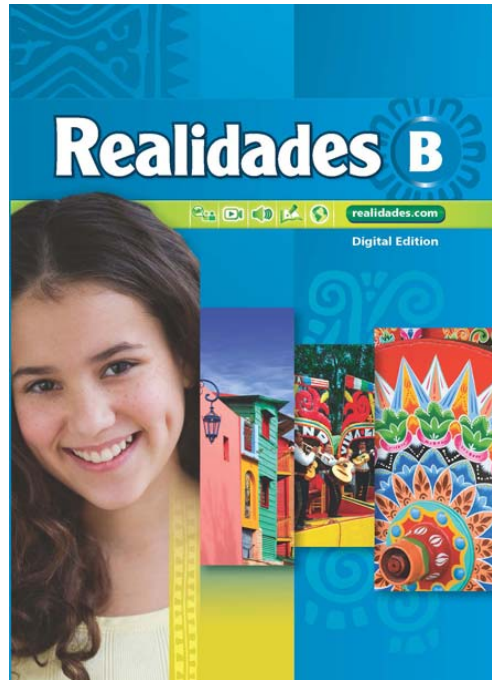


A Correlation of  
**Realidades B**  
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To the  
**Georgia Performance Standards (GPS) for  
Grades 6-8 Modern Languages I  
Foreign/Modern Languages and Latin**

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

**Subject Area:** Modern Languages and Latin      **State-Funded Course Name & Number:** Spanish/Grade 7, 60.06800

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<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx>*

<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 (IP)</b>	
MLI.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLI.IP1.A.	Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	<b>SE/TE:</b> 73, 140, 143, 166, 174, 211, 234, 347
MLI.IP1.B.	Express likes, dislikes, emotions, agreement and disagreement.	<b>SE/TE:</b> 4-9, 18-19, 21, 27, 41, 44, 46, 61, 73, 105, 107-109, 115, 167, 183, 195, 225-226, 229, 258-259, 288-291, 295-297, 323, 335
MLI.IP1.C.	Make simple requests.	<b>SE/TE:</b> 138-141, 143, 153
MLI.IP1.D.	Ask for clarification.	<b>SE/TE:</b> 347
MLI.IP1.E.	Give simple descriptions.	<b>SE/TE:</b> 5, 8-9, 12, 20-21, 28-29, 41, 43, 53, 57, 61, 70-71, 79, 91, 100-101, 103-104, 115, 164, 173, 175, 215, 247, 290

MLI.IP1.F.	Comprehend basic directions.	<b>SE/TE:</b> 138, 143
MLI.IP1.G.	Ask questions and provide responses based on topics such as self, family, school, etc.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 7, 9, 12, 14, 18, 21, 25-27, 40-41, 44, 51, 77, 80, 83, 105, 109, 123, 136-137, 167, 170-171, 194-195, 201, 205, 207, 224-225, 227-229, 233, 235, 237, 239, 257-258, 265, 268-269, 279, 289-290, 293, 297, 299, 319, 323, 326, 335
MLI.IP1.H.	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	<b>SE/TE:</b> 157, 165, 173-174, 183
MLI.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
MLI.IP2.A.	Initiate, participate in, and close a brief oral or written exchange.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 7, 9, 12, 14-15, 18-19, 21, 25-29, 40-41, 43-44, 46-47, 49-51, 53, 61, 75, 77, 80, 82-83, 91, 102-104, 110-111, 113, 123, 133-137, 139, 141, 143, 145, 163-165, 167, 170-171, 173-174, 193-194, 197, 204-207, 211, 215, 225-228, 231, 233-235, 237, 257-258, 263, 265, 268-269, 279, 288-291, 295, 297-298, 307, 317, 319, 321-322, 325-326, 331, 335
MLI.IP2.B.	Use formal and informal forms of address.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 7, 9, 12, 14-15, 18-19, 21, 25-29, 40-41, 43-44, 46-47, 49-51, 53, 61, 75, 77, 80, 82-83, 91, 102-104, 110-111, 113, 123, 133-137, 139, 141, 143, 145, 163-165, 167, 170-171, 173-174, 193-194, 197, 204-207, 211, 215, 225-228, 231, 233-235, 237, 257-258, 263, 265, 268-269, 279, 288-291, 295, 297-298, 307, 317, 319, 321-322, 325-326, 331, 335

MLI.IP2.C.	Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 7, 9, 12, 14-15, 18-19, 21, 25-29, 40-41, 43-44, 46-47, 49-51, 53, 61, 75, 77, 80, 82-83, 91, 102-104, 110-111, 113, 123, 133-137, 139, 141, 143, 145, 163-165, 167, 170-171, 173-174, 193-194, 197, 204-207, 211, 215, 225-228, 231, 233-235, 237, 257-258, 263, 265, 268-269, 279, 288-291, 295, 297-298, 307, 317, 319, 321-322, 325-326, 331, 335
	<b>Interpretive Mode of Communication (INT)</b>	
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.	Identify main ideas and some details when reading and listening.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 6, 8, 12, 18, 24, 29, 37, 50, 52, 58-59, 61, 69, 71, 75-76, 79, 84-85, 91, 99, 107, 112-114, 116-117, 120-121, 123, 127, 131, 133, 137, 140, 144, 146-147, 150-151, 153, 157, 161, 176-177, 180-181, 183, 191, 194, 208-209, 212-213, 215, 223, 227, 240-241, 244-245, 247, 255, 258, 260-261, 271-273, 276-277, 279, 287-288, 290-291, 300-301, 304-305, 307, 315, 318, 326, 328-329, 332-333, 335
MLI.INT1.B.	Comprehend simple, culturally authentic announcements, messages, and advertisements.	<b>SE/TE:</b> 6, 18, 27, 29, 50, 52, 61, 75, 81, 84-85, 102, 114, 116-117, 137, 140, 144-145, 174-175, 194, 215, 227, 261, 272-273, 291, 318, 326
MLI.INT1.C.	Understand simple instructions, such as classroom procedures.	<b>SE/TE:</b> 81, 133, 138, 175

MLI.INT1.D.	Demonstrate Novice-Mid proficiency in listening and reading comprehension.	This objective is addressed throughout. See, for example: <b>SE/TE:</b> 6, 8, 12, 18, 24-25, 29, 33, 35-37, 49-50, 52-53, 58-59, 61, 65, 67-69, 71, 73, 75-76, 79, 81, 84-85, 91, 95, 97-100, 105, 107, 112-114, 116-117, 120-121, 123, 126-127, 129-131, 133, 137-138, 140, 143-147, 150-151, 153, 157, 159-161, 163, 165-166, 169, 176-177, 180-181, 183, 187, 189-192, 194, 196, 199, 202-203, 208-209, 212-213, 215, 219, 221-224, 226-227, 238, 240-241, 244-245, 247, 251, 253-256, 258, 260-261, 267, 268, 271-273, 276-277, 279, 283, 285-288, 290-291, 296, 300-301, 304-305, 307, 311, 313-315, 317-318, 326-329, 332-333, 335
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.	Differentiate among statements, questions and exclamations.	<b>SE/TE:</b> 25
MLI.INT2.B.	Recognize basic gestures, body language, and intonation that clarify a message.	<b>SE/TE:</b> 166, 188, 302
	<b>Presentational Mode of Communication (P)</b>	
MLI.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
MLI.P1.A.	Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	<b>SE/TE:</b> 53, 109, 115, 197, 297, 299 <b>TE only:</b> 171, 225, 227, 270, 272, 280-b
MLI.P1.B.	Give basic information about self and others including school, family, activities, etc.	<b>SE/TE:</b> 41, 53, 57, 61, 109, 119, 149, 197, 211, 243, 297 <b>TE only:</b> 2-b, 30-b, 204

MLI.P1.C.	Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE/TE:</b> 57, 87, 119, 149, 243, 275, 299, 303, 322, 324, 331 <b>TE only:</b> 2-b, 30-b, 92-b, 154-b, 204, 256, 262, 270, 272, 280-b
MLI.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
MLI.P2.A.	Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	<b>SE/TE:</b> 82, 119, 149, 179, 207, 302, 303 <b>TE only:</b> 18, 66, 110, 141, 254, 262, 269, 322
MLI.P2.B.	Demonstrate comprehension of rehearsed material.	<b>SE/TE:</b> 82, 179, 262, 207, 303
	<b>II. Cultural Perspectives, Practices, and Products (CU)</b>	
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.	Demonstrate knowledge of contributions of target culture(s) to civilization.	<b>SE/TE:</b> 31, 44, 47, 93, 155, 162, 175, 217, 281, 309 <b>TE only:</b> 5, 23, 63, 269, 291
MLI.CU1.B.	Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	<b>SE/TE:</b> 31, 62, 86, 112, 148, 210, 274, 330 <b>TE only:</b> 41, 77, 113, 129, 151
MLI.CU1.C.	Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	<b>SE/TE:</b> 31, 39, 55, 61, 63, 112, 118, 123, 150, 177, 205, 242, 302 <b>TE only:</b> 7, 17, 29, 33, 35, 41, 51, 53, 73, 77, 95, 135, 159, 189, 197, 209, 237

	<b>III. Connections, Comparisons, and Communities (CCC)</b>	
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.	Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	<b>SE/TE:</b> xiv-1, 30, 62, 92, 124, 125, 184, 216, 235, 238, 248, 249, 266, 280, 308 <b>TE only:</b> 221, 227
MLI.CCC1.B.	Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	<b>SE/TE:</b> 21, 30, 31, 46-47, 81, 105, 114, 145, 174, 200-201, 238, 256-257, 259-261, 292, 319, 327
MLI.CCC1.C.	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	<b>SE/TE:</b> 157, 174, 238, 251, 256, 260, 261, 310, 312-315, 318, 328-329
MLI.CCC1.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.	<b>SE/TE:</b> 21, 31, 46-47, 81, 105, 114, 145, 174, 200-201, 238, 256-257, 259-261, 292, 319, 327 <b>TE only:</b> 11, 85, 177, 199, 241, 271, 319

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.	Compare patterns of behavior and interaction in the students' own culture with those of the target language.	<b>SE/TE:</b> 31, 61, 63, 72, 86, 112, 138, 148, 177, 192, 205-206, 210, 215, 279, 302, 335 <b>TE only:</b> 191
MLI.CCC2.B.	Demonstrate an awareness of elements of the students' own culture.	<b>SE/TE:</b> 39, 55, 61, 82, 85-86, 91, 103, 118, 135, 138, 148, 153, 165, 177, 183, 198, 205-206, 210, 215, 242, 247, 267, 274, 302, 335 <b>TE only:</b> 191
MLI.CCC3	The students compare basic elements of the target language to the English language. The students:	
MLI.CCC3.A.	Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	<b>SE/TE:</b> 8, 45, 48, 80, 109, 114, 140-141, 171-172, 197, 199, 249, 270, 318, 323 <b>TE only:</b> 180
MLI.CCC3.B.	Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	<b>SE/TE:</b> 45, 109, 141, 171, 199, 270, 293, 323
MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:	
MLI.CCC4.A.	Give information regarding major current events of the target culture(s).	<b>SE/TE:</b> 259, 261, 301, 327
MLI.CCC4.B.	Understand the impact of current events of the target culture(s).	<b>SE/TE:</b> 259, 261, 301, 327



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.	Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	<b>SE/TE:</b> 175, 237, 297, 330 <b>TE only:</b> 34, 82, 104, 121, 136, 144, 162, 171, 199, 219-220, 237, 302, 320, 325, 328, 329
MLI.CCC5.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.	<b>SE/TE:</b> 89, 175, 237, 297, 330 <b>TE only:</b> 2-b, 34, 82, 104, 121, 136, 144, 162, 171, 199, 207, 219-220, 227, 237, 240, 302, 315, 320, 325, 328, 329