



**Georgia Performance Standards
for Modern Languages Level I
Correlated to
Glencoe Invitation to Languages © 2007**

Standard	Standard	Where Taught
MLC.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLC.IP1A	Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	<p>SE: p. 30, Act. A–B; p. 31, Act. A; p. 34, Act. A–C; p. 34, <i>Conversando más</i>; p. 38, Act. A; p. 46, Act. A–B; p. 47, Act. C; p. 64, Act. A; p. 97, Act. A–B; p. 98, Act. A; p. 100, Act. A–C; p. 104, Act. A–B; p. 113, Act. C; p. 132, Act. A–B; p. 167, Act. A; p. 170 Act. A–C; p. 174, A; p. 183, Act. C; p. 200, Act. A; p. 207, Act. A; p. 231, Act. A–B; p. 232, A–B; p. 235, Act. A–C; p. 238, Act. A; p. 248, Act. C; p. 262, Act. A; p. 263, Act. A; p. 269, Act. E; p. 275, Act. C–D; p. 277, Act. A–B</p> <p>TE: p. 30, Dialogue; p. 32, Expansion; p. 33, Dialogue; p. 46, Dialogue; p. 96, Dialogue; p. 100, Dialogue; p. 111, Dialogue; p. 113, Act. C; p. 132, Close; p. 139, Close; p. 167, Dialogue; p. 206, Dialogue; p. 230, Dialogue; p. 234, Dialogue; p. 235, <i>Mehr Sprechen</i>; p. 247, Dialogue; p. 266 Dialogue; p. 277, Dialogue</p>
MLC.IP1B	Use sequenced information, such as alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	<p>SE: p. 41, Act. A–D; p. 41, Finding Out the Price; p. 59, <i>Los meses y las estaciones</i>; p. 107, Act. A–D; p. 107, Finding Out the Price; p. 108, Act. A; p. 109, Act. A; p. 117, Act. A; p. 124, Act. A–B; p. 125, <i>Les mois et les saisons</i>; p. 126, Act. A; p. 177, Act. A–D; Finding Out the Price, 178; p. 192, <i>Mesi e stagioni</i>; p. 193, Act. A–B; p. 209, Act. A–B; p. 242, Act. A–D; p. 243, Act. A; p. 256–257, <i>Die Monate und die Jahreszeiten</i>; p. 257, Act. A; p. 283–284, Act. A–E; p. 296 Act. A–C</p> <p>TE: p. 40, Vocabulary; p. 44, Close; p. 59, Vocabulary; p. 59, Finding Out and Giving</p>

		the Date; p. 106, Vocabulary; p. 124, Close; p. 126, Finding Out and Giving the Date; p. 193, Finding Out and Giving the Date; p. 245, Expansion; p. 252, Close
MLC.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
MLC.IP2A	Initiate, participate in, and close a brief oral or written exchange.	<p>SE: p. 30, Act. B; p. 34, <i>Conversando más</i>; p. 35, Act. A; p. 46, Act. A–B; p. 47, Act. C; p. 51, Act. A; p. 64, Act. A; p. 65, Act. B; p. 67, Act. D; p. 68, Act. A; p. 71, Act. A; p. 74, Act. B–C; p. 79, Act. C; p. 81, Act. A; p. 83, Act. A; p. 85, Act. B; p. 98, Act. B; p. 101, Act. A; p. 108, Act. A; p. 113, Act. C; p. 118, B; p. 129, Act. A; p. 132, Act. A–B; p. 134, Act. D; p. 141, Act. A; p. 141, Act. A; p. 145, Act. C; p. 148, Dialogue; p. 149, Act. B; p. 153, Act. B; p. 168, A; p. 171, Act. A; p. 182, Act. B; p. 196, Act. B; p. 199, Act. B; p. 200, Act. C; p. 203, Act. A; p. 215, Act. D; p. 231, Act. A–B; p. 232, A–B; p. 247, Act. B; p. 252, Act. A; p. 259, Act. A; p. 262, Act. A; p. 268, Act. B; p. 275, Act. C–D; p. 278, Act. B</p> <p>TE: p. 34, <i>Conversando más</i>; p. 36, Expansion; p. 48, Expansion; p. 54, <i>Actividades</i>; p. 59, Finding Out and Giving the Date; p. 59, Expansion; p. 66, Dialogue; p. 73, Dialogue; p. 81, Dialogue; p. 85, Telling What I Like; p. 89, Checkup; p. 126, Finding Out and Giving the Date; p. 131, Dialogue; p. 132, Close; p. 139, Close; p. 171, Act. A; p. 201, Close; p. 202, Dialogue; p. 203, Close; p. 236, Expansion; p. 263, Expansion; p. 269, Close</p>
MLC.IP2B	Demonstrate Novice-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. 43, Act. A; p. 46, Act. A–B; p. 65, Act. B; p. 67, Act. D; p. 68, Act. A; p. 68, Act. C–D; p. 73, Act. A; p. 79, Act. C; p. 83, Act. A; p. 85, Act. B; p. 104, Act. A–B; p. 108, Act. A; p. 112, Act. A–B; p. 113, Act. C; p. 118, B; p. 129 Act. A–C; p. 132, Act. A–B; p. 134, D; p. 135, Act. A; p. 141, Act. A; p. 145, Act. C; p. 149, Act. B; p. 153, Act. B; p. 168, A; p. 171, Act. A; p. 182, Act. A; p. 196, Act. B; p. 199, Act. A–B; p. 200, Act. A; p. 203, Act. A; p. 215, Act. D; p. 231, Act. A–B; p. 235, Act. A–C; p. 238, Act. A; p. 247, Act. A–B; p. 259, Act. A; p. 262, Act. A; p. 267, Act. A; p. 268, Act. B–C; p. 274–275, Act. A–D; p. 277, Act A–B</p>

		<p>TE: p. 41, Finding Out the Price; p. 48, Expansion; p. 57, <i>Cultura</i>; p. 66, Dialogue; p. 70, Dialogue; p. 72, Close; p. 81, Dialogue; p. 85, Telling What I Like; p. 98, Act. B; p. 107, Finding Out the Price; p. 111, Dialogue; p. 126, Finding Out and Giving the Date; p. 131, Dialogue; p. 132, Expansion; p. 137–138, Dialogue; p. 139, Close; p. 148, Dialogue; p. 190, Vocabulary/Dialogue; p. 202, Dialogue; p. 203, Close; p. 206, Dialogue; p. 230, Dialogue; p. 234, Dialogue; p. 243, Finding Out the Price; p. 247, Dialogue; p. 263, Expansion; p. 269, Close</p>
MLC.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:	
MLC.INT1A	Identify main ideas and some details when reading and listening.	<p>SE: p. 51, Act. C; p. 52; p. 71; p. 75, Act. A–B; p. 79, Act. A; p. 109, Act. A; p. 119, Act. B; p. 126, Act. B, p. 127, Act. C; p. 132, Act. A–B; p. 142, Act. D–E; p. 146, Act. A; p. 194; p. 197, <i>Cultūra</i>; p. 215, Act. A–B; p. 222, Act. G; p. 226, Act. B–C; p. 254, Act. A; p. 257, Act. B; p. 296, Act. C–D</p> <p>TE: p. 57, Expansion; p. 122, <i>Activités</i>; p. 215, <i>Agenda A</i></p>
MLC.INT1B	Understand simple instructions, such as classroom procedures.	<p>SE: p. 288, Act. A; p. 290, Act. B</p> <p>TE: p. 290, Activities B</p>
MLC.INT1C	Demonstrate Novice–Low proficiency in listening and reading comprehension.	<p>SE: p. 52; p. 59, Act. A–B; p. 71; p. 75, Act. A–B; p. 79, Act. A; p. 109, Act. A; p. 119, Act. B; p. 126, Act. B; p. 127, Act. C; p. 142, Act. D–E; p. 197, <i>Cultūra</i>; p. 215, Act. A–B; p. 226, Act. B–C; p. 254, Act. A; p. 257, Act. B; p. 296, Act. C–D</p> <p>TE: p. 122, <i>Activités</i>; p. 215, <i>Agenda A</i></p>
MLC.INT2	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
MLC.INT2A	Differentiate among statements, questions and exclamations.	<p>SE: p. 30, Act. B; p. 39, Act. C; p. 46, Act. A–B; p. 65, Act. B; p. 68, Act. A; p. 74, Act. B–C; p. 83, Act. A; p. 85, Act. B; p. 101, Act. A; p. 105, Act. D; p. 113, Act. C; p. 118, B; p. 132, Act. A–B; p. 142, Act. C; p. 149, Act. B; p. 187, B; p. 199, Act. B; p. 200, Act. C; p. 215, Act. C–D; p. 231, Act.</p>

		A–B; p. 247, Act. B; p. 275, Act. C–D TE: p. 48, Expansion; p. 115, Expansion A; p. 153, Activités A;
MLC.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.	SE: p. 46, Act. A–B; p. 113, Act. C; p. 132, Act. A–B; p. 134, Act. D; p. 275, Act. C–D TE: p. 50, Dialogue; p. 101, <i>Activités</i> ; p. 115, Expansion A; p. 170, Dialogue; p. 201, Close; p. 267 Activities A; p. 273, Culture
MLC.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
MLC.P1A	Present information gathered from a variety of sources such as informal conversations, class presentations, readings, and media.	SE: p. 257, Act. C; TE: p. 48, <i>Cultura</i> ; p. 57, Expansion; p. 60, <i>Cultura</i> ; p. 63, Expansion; p. 65, Expansion; p. 72, Expansion; p. 114, <i>Culture</i> ; p. 122, <i>Activités</i> ; p. 124, Expansion; p. 127, Expansion; p. 130, Expansion; p. 136, <i>Culture</i> ; p. 197, Expansion; p. 260, Expansion B;
MLC.P1B	Give basic information about self and others including school, family, activities, etc.	SE: p. 51, Act. C; p. 53, Act. A; p. 59, Act. A; p. 67, Act. A; p. 75, Act. C; p. 79, Act. B; p. 85, Act. A; p. 87, Act. C; p. 89, Act. A; p. 90, Act. C–D; p. 119, Act. A–B; p. 121, Act. A; p. 126, Act. B; p. 134, A; p. 145, Act. A; p. 149, Act. A; p. 153, Act. A; p. 158–159, Act. C; p. 187, Act. A; p. 199, Act. C; p. 203, Act. C; p. 257, Act. B TE: p. 54, <i>Actividades</i> ; p. 65, <i>Cultura</i> ; p. 67, <i>Actividades</i> A; p. 199 <i>Attività</i> C; p. 201, Close
MLC.P1C	Demonstrate Novice-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	SE: p. 67, Act. A, p. 67, <i>Conversando más</i> ; p. 75, Act. C; p. 82, Act. A; p. 85, Act. A; p. 87, Act. C; p. 89, Act. A; p. 90, Act. C–E; p. 114, Act. D; p. 126, Act. B; p. 134, Act. A; p. 135, Act. C–D; p. 150, Act. A; p. 187, Act. A; p. 196, Act. C; p. 199, Act. C–E; p. 201, Act. D–E; p. 221, Act. C–F; p. 259, Act. C TE: p. 48, Expansion; p. 60, <i>Cultura</i> ; p. 65, <i>Cultura</i> ; p. 127, Expansion; p. 197, Expansion; p. 199 <i>Attività</i> C–E
MLC.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, and songs. The students:	
MLC.P2A	Demonstrate Novice-Low proficiency in	SE: p. 46, Act. B; p. 135, Act. A; p. 199,

	pronunciation and intonation when presenting rehearsed material.	Act. A; p. 200, Act. A; p. 290, Act. A TE: p. 32, Close; p. 48, Expansion; p. 57, Expansion; p. 115, Expansion A; p. 201, Close; p. 208, Close; p. 249, Expansion A;
MLC.P2B	Demonstrate comprehension of rehearsed material.	SE: p. 46, Act. B; p. 135, Act. A; p. 199, Act. A; p. 200, Act. A; p. 290, Act. A TE: p. 32, Close; p. 48, Expansion; p. 57, Expansion; p. 115, Expansion A; p. 201, Close; p. 208, Close; p. 249, Expansion A;
MLC.CU1	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
MLC.CU1A	Identify commonly held viewpoints of the cultures, such as those relating to time, school, family, holidays, etc.	SE: p. 39, <i>Cultura</i> ; p. 51, <i>Cultura</i> ; p. 57, <i>Cultura</i> ; p. 60, <i>Cultura</i> ; p. 65, <i>Cultura</i> ; p. 69, <i>Cultura</i> ; p. 76, <i>Cultura</i> ; p. 83, <i>Cultura</i> ; p. 91, <i>Cultura</i> ; p. 105, <i>Culture</i> ; p. 156, <i>Culture</i> ; p. 175, <i>Cultura</i> ; p. 254, <i>Kultur</i> ; p. 267 Differences in Meaning; p. 269–270, <i>Culture</i> ; p. 275, <i>Culture</i> ; p. 290–291, <i>Culture</i> ; p. 297, <i>Culture</i> TE: p. 39, <i>Cultura</i> ; p. 57, Expansion; p. 60, <i>Cultura</i> ; p. 65, <i>Cultura</i> ; p. 124, Expansion; p. 163, <i>Culture</i> ; p. 175, <i>Cultura</i> ; p. 184, <i>Cultura</i> ; p. 190, <i>Cultūra</i> ; p. 196, <i>Cultūra</i> ; p. 227, Close; p. 255, Expansion; p. 282, Close; p. 291, Close; p. 293, Close; p. 296, <i>Culture</i>
MLC.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:	
MLC.CCC1A	Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	SE: p. 48, <i>Cultura</i> ; p. 63, <i>Cultura</i> ; p. 120; p. 139, <i>Culture</i> ; p. 226, Act. D; p. 260, <i>Kultur</i> TE: p. 63, Expansion; p. 71, <i>Cultura</i> ; p. 119, <i>Culture</i> ; p. 136, <i>Culture</i> ; p. 139, <i>Culture</i> ; p. 139, Expansion; p. 197, Expansion; p. 248, <i>Kultur</i>
MLC.CCC1B	Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	SE: p. 42, <i>Cultura</i> ; p. 51, <i>Cultura</i> ; p. 107, Act. C–D; p. 127, Act. D; p. 177, B–D; p. 209, Act. B; p. 211, Act. A; p. 242, Act. B; p. 245, Act. A TE: p. 44, Expansion; p. 52, Close; p. 55, Expansion; p. 83, Close; p. 87, Close; p.

		106, Vocabulary; p. 109, Expansion; p. 114, <i>Cultura</i> ; p. 120, Close; p. 127, Close; p. 151, Close; p. 156, Close; p. 180, Expansion; p. 188, Close; p. 212, Close; p. 227, <i>Verba Latīna</i> ; p. 242, <i>Kultur</i> ; p. 244, Close; p. 245, Expansion
MLC.CCC1C	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	SE: p. 38, Act. A; p. 42, <i>Cultura</i> ; p. 95, French to English; p. 128–129; p. 165, Italian to English; p. 210, <i>Cultūra</i> ; p. 211, <i>Verba Latīna</i> ; p. 218, <i>Verba Latīna</i> ; p. 220, <i>Verba Latīna</i> ; p. 229, German to English; p. 265, Japanese to English TE: p. 207, <i>Verba Latīna</i> ; p. 211, <i>Verba Latīna</i> ; p. 218, <i>Verba Latīna</i>
MLC.CCC1D	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: p. 122, <i>Cultura</i> ; p. 208; p. 212; p. 216–217, <i>Cultura</i> ; p. 225–226, Word Order TE: p. 57, Expansion, p. 63, Expansion; p. 91, <i>Cultura</i> ; p. 122, <i>Cultura</i> ; p. 197, Expansion; p. 203, Expansion; p. 226, <i>Verba Latīna</i> ; p. 254, <i>Kultur</i> ; p. 260, Expansion A; p. 263, <i>Kultur</i>
MLC.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:	
MLC.CCC2A	Compare patterns of behavior and interaction in the students' own culture with those of the target language.	SE: p. 31, Act. B; p. 39, <i>Cultura</i> ; p. 51, <i>Cultura</i> ; p. 57, <i>Cultura</i> ; p. 87, <i>Cultura</i> ; p. 91, <i>Cultura</i> ; p. 93, <i>Cultura</i> ; p. 96, Greeting People; p. 98, Act. C; p. 105, <i>Cultura</i> ; p. 114, <i>Cultura</i> ; p. 124, <i>Cultura</i> ; p. 143, <i>Cultura</i> ; p. 151, <i>Cultura</i> ; p. 163, <i>Cultura</i> ; p. 168, Act. B; p. 188, <i>Cultura</i> ; p. 223, <i>Cultūra</i> ; p. 232, Act. C; p. 251, <i>Kultur</i> ; p. 273, Culture TE: p. 31, <i>Actividades</i> ; p. 35, <i>Cultura</i> ; p. 87, <i>Cultura</i> ; p. 93, <i>Cultura</i> ; p. 96, Dialogue; p. 101, <i>Activités</i> ; p. 105, <i>Cultura</i> ; p. 130, <i>Cultura</i> ; p. 163, <i>Cultura</i> ; p. 188, <i>Cultura</i> ; p. 223, Close; p. 267, Differences in Meaning; p. 275, Culture; p. 279, Close 2; p. 282, Close
MLC.CCC2B	Demonstrate an awareness of elements of the students' own culture.	SE: p. 31, Act. B; p. 51, <i>Cultura</i> ; p. 168, Act. B; p. 232, Act. C; p. 273, Culture TE: p. 35, <i>Cultura</i> ; p. 57, Expansion; p. 87, <i>Cultura</i> ; p. 101, <i>Activités</i> ; p. 143, <i>Cultura</i> ; p. 196, <i>Cultūra</i> ; p. 218, Close; p. 227, Close; p. 255, Expansion; p. 267, Differences in Meaning; p. 275, Culture;

		p. 282, Close; p. 297, Close 2
MLC.CCC3	The students compare basic elements of the target language to the English language. The students:	
MLC.CCC3A	Recognize similarities and differences in sound systems, writing systems, cognates, and gender.	SE: p. 19, Act. D; p. 42, <i>Cultura</i> ; p. 51, Act. B; p. 71; p. 74, Act. A; p. 107, Finding Out the Price; p. 119, Act. A; p. 126, Act. A; p. 132, <i>Cultura</i> ; p. 141, Act. A; p. 154, <i>Cultura</i> ; p. 198-199, <i>Sono</i> ; p. 207, <i>Verba Latīna</i> ; p. 210, <i>Cultūra</i> ; p. 218, <i>Verba Latīna</i> ; p. 222, <i>Verba Latīna</i> ; p. 225–226, Word Order; p. 242, <i>Kultur</i> ; p. 251, <i>Kultur</i> TE: p. 18, Activity; p. 42, <i>Cultura</i> ; p. 69, <i>Cultura</i> ; p. 137–138, Dialogue; p. 188, <i>Cultura</i> ; p. 211, <i>Agenda B</i> ; p. 222, <i>Verba Latīna</i> ; p. 284, Close
MLC.CCC3B	Recognize basic sound distinctions and their effect on communicating meaning.	SE: p. 198-199, <i>Sono</i> ; p. 219–220, Talking About People; p. 274–275, Greeting Someone You've Seen Recently TE: p. 219–220, Teach; p. 273, <i>Culture</i>
MLC.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:	
MLC.CCC4A	Give information regarding major current events of the target culture(s).	SE: p. 254, <i>Kultur</i> TE: p. 102, <i>Culture</i> ; p. 130, Expansion B
MLC.CCC4B	Understand the impact of current events of the target culture(s).	SE: p. 60, <i>Cultura</i> ; p. 297, <i>Culture</i> TE: p. 102, <i>Culture</i> ; 269, <i>Culture</i>
MLC.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:	
MLC.CCC5A	Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	SE: p. 48, Spanish Online; p. 136, French Online; p. 217, Latin Online; p. 254, German Online; p. 270, Japanese Online TE: p. 32, <i>Cultura</i> ; p. 60, Expansion; p. 130, Expansion B; p. 132, Expansion; p. 159, <i>Culture</i> ; p. 233, <i>Kultur</i> ; p. 236, Expansion
MLC.CCC5B	Identify resources, such as individuals and organizations accessible through the community of the Internet, that provide basic cultural information about the culture(s) studied.	SE: p. 48, Spanish Online; p. 136, French Online; p. 172, Italian Online; p. 217, Latin Online; p. 254, German Online; p. 27 Japanese Online TE: p. 57, Expansion; p. 124, Expansion;

		p. 130, Expansion B; p. 136, <i>Culture</i> ; p. 191, Expansion; p. 255, Expansion; p. 297, Close 1
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