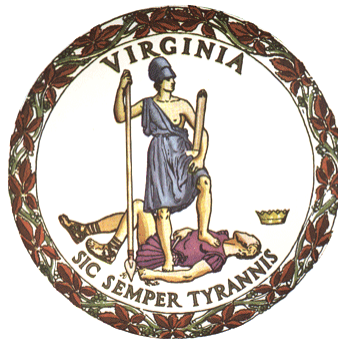# Spanish Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

February 2007

Spanish Standards of Learning

for Virginia Public Schools

Adopted in February 2007 by the Board of Education

Mark E. Emblidge, President
Ella P. Ward, Vice President
Thomas M. Brewster
Isis M. Castro
David L. Johnson
Gary L. Jones
Kelvin L. Moore
Andrew J. Rotherham
Eleanor B. Saslaw

Superintendent of Public Instruction

Billy K. Cannaday

Commonwealth of Virginia

Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

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Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in February 2007 by the Virginia Board of Education, these standards emphasize the importance of foreign language instruction in the Commonwealth and, therefore, are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding global society. Knowledge and skills that students acquire in their foreign language classes will reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information across the world.

Reflecting a review of the previous standards adopted in June 2000, the Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These persons assisted the Department of Education in developing and reviewing the draft documents.

Copies of the Foreign Language Standards of Learning have been distributed to public schools throughout Virginia for school divisions and teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I through IV of French, German, Spanish, and Latin. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. There are also generic Modern Foreign Language Standards of Learning, levels I through IV, that may be adapted to other modern languages, including non-Roman-alphabet languages, such as Arabic, Chinese, Japanese, Korean, and Russian.

The Standards of Learning set reasonable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study; therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary grades. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the standards.

A major objective of Virginia's educational agenda is to give its citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the Commonwealth. These Standards of Learning continue the process for achieving that objective.

Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. Included are specific standards for levels I through IV of French, German, Spanish, and Latin, as well as generic standards adaptable for levels I through IV of other modern languages, including non-Roman-alphabet languages, such as Arabic, Chinese, Japanese, Korean, and Russian. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. In addition, a curriculum framework for American Sign Language has been developed for levels I through III and is published in a separate document.

Each level of the modern language standards is organized into seven content strands and contains a total of 10 to 12 standards that outline the knowledge, skills, and processes essential for language learning. Each level of the Latin standards is organized into six content strands and contains a total of seven or eight standards that focus on interpretation of text. Each standard is followed by two or more essential components of the standard. Examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students completing long-term, sequential foreign language programs in Virginia's secondary schools will be able to interact, within reasonable limits, with users of the language and understand their culture. The level of proficiency reached depends largely on the amount of contact with the target language; therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary schools. However, the ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture(s), such as participation in the Virginia Governor's Foreign Language Academies.

The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. The standards do not comprise the curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be reintroduced with increasing complexity at various stages of language development. In addition, local assessments designed to measure students' ability to use the target language should be aligned to local curricula and state standards.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is frequently made to "culturally authentic materials," which are materials that have been created for and by native speakers of the language and that have been derived from the culture itself. In addition, because language courses are sequential, reference is made to "level-appropriate" linguistic elements, skills, or instructional materials. "Level-appropriate" means that the content, process, skill, or material described requires students to function at the level they have attained. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by simply matching the linguistic task assigned to the students with their level of language proficiency. "Cultural competence" refers to the appropriateness of a response within a social context.

Goals

Achieving linguistic fluency and cultural understanding is a long-term endeavor, requiring experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Students will learn about other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through foreign language study, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, giving them a greater range of resources and a richer base of knowledge.

Increased Global Perspective

- Students will respond to and contribute to their communities and the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of foreign language study.

Strands

The content of the Modern Foreign Language Standards of Learning is organized around the following seven essential strands (defined on the following pages) of language development and application:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Presentation
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

Person-to-Person Communication

The first strand focuses on the communicative skills needed to exchange information in the target language with another person. When demonstrating skills in the person-to-person strand, students demonstrate their ability to initiate, sustain, and close a conversation or an interactive written communication, such as an e-mail exchange.

Listening and Reading for Understanding

The second strand consists of the communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken or written language, together with interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the skills involve understanding one-way communication with no opportunity for clarification through interaction.

Oral and Written Presentation

The third strand centers around the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and, again, differ from the person-to-person strand in that students do not interact with the audience.

Cultural Perspectives, Practices, and Products

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

Topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own culture and language in a way that increases their understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about the target language, they increase their skills in their native language by making frequent comparisons between the target language and their own. The insight students develop into their own culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

Communication across Communities

Knowledge of the target language and culture is enhanced when students have the opportunity to apply their skills and knowledge beyond the classroom setting. This application can take many forms, from corresponding with a native speaker of the language to visiting nearby sites where the language and culture are prominent. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by interacting with ethnic populations within the local community, establishing contacts with foreign-owned businesses that have offices and factories in many parts of the state, and using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating in the global community.

For Latin language learning, six strands have been identified. The first two focus on the particular skills needed by students to read and interpret Latin texts, while the remaining four are common with the modern foreign language strands:

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

Reading for Understanding

The focus of a Latin program is the ability of students to derive cultural as well as linguistic information from a Latin text. Students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced as early as possible to authentic texts, such as graffiti from the Roman world or short philosophical statements of the ancient Romans.

Using Oral and Written Language for Understanding

The ability of students to read a Latin text is facilitated through their active use of oral and written Latin. For many students, hearing the language and learning to use it orally enables them to read and understand Latin text more easily. As part of the language-learning process, students learn to ask and answer questions, comprehend spoken texts, and compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

Spanish Standards of Learning

for
Virginia
Public Schools

Spanish I

In Spanish I, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:
- Speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker
- Listening and reading as a receptive process in which students develop comprehension of Spanish
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with native Spanish speakers.

Person-to-Person Communication

SI.1   The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

SI.2   The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
2. Use formal and informal forms of address in familiar situations.
3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

SI.3   The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

SI.4   The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

SI.5   The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

SI.6   The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

SI.7   The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.
2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.

SI.8   The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers, such as the concepts of the extended family, a daughter's 15th birthday, and typical foods, shape Spanish-speaking cultures.
2. Identify major cities and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

Making Connections through Language

SI.9   The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.
1. Give examples of the use of Spanish vocabulary, phrases, proverbs, and symbols in other subject areas.
2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

SI.10   The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those of Spanish-speaking societies.
2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
3. Demonstrate an awareness of unique elements of the student's own culture.

SI.11   The student will compare basic elements of the Spanish language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

Communication across Communities

SI.12   The student will explore situations in which to apply Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the Spanish language and the cultures of Spanish-speaking countries evident in and through media, entertainment, and technology.
2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the Spanish-speaking world.

Spanish II

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish-speaking cultures.

Person-to-Person Communication

SII.1   The student will exchange spoken and written information and ideas in Spanish.
   1. Give and follow basic instructions.
   2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.

SII.2   The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.
   1. Participate in brief oral and written exchanges that reflect present, past, and future time.
   2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

SII.3   The student will understand basic spoken and written Spanish presented through a variety of media and based on new topics in familiar contexts.
   1. Understand main ideas and identify essential details when listening and reading.
   2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
   3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.

SII.4   The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.
   1. Differentiate among increasingly complex statements, questions, and exclamations.
   2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

SII.5   The student will present information orally and in writing in Spanish, combining learned and original language in simple sentences and paragraphs.
   1. Relate in some detail the main ideas from level-appropriate print or nonprint materials.
   2. Present information, using structures that reflect present, past, and future time.
   3. Demonstrate attention to accurate intonation and pronunciation when speaking.
   4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

SII.6   The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

SII.7   The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices and the celebration of national holidays.
3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

SII.8   The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as the use of Spanish words in the English language or the contributions of important individuals from Spanish-speaking countries.
2. Compare and contrast information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economies and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

SII.9   The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.

SII.10   The student will develop a deeper understanding of the English language through study of Spanish.
1. Recognize critical sound distinctions and intonation patterns in the Spanish and English languages and their effect on the communication of meaning.
2. Compare vocabulary usage and structural patterns of Spanish and English.
3. Compare the use of idiomatic expressions in Spanish and English.

Communication across Communities

SII.11   The student will apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Explain in Spanish how the Spanish language and Spanish-speaking culture(s) are evident in media, entertainment, and technology.
2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge of the Spanish-speaking world.

Spanish III

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

Person-to-Person Communication

SIII.1   The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express own opinions, preferences, and desires, and elicit those of others.
2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and nonprint Spanish sources.

SIII.2   The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

SIII.3   The student will comprehend spoken and written Spanish presented through a variety of media and based on new topics in familiar and unfamiliar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
2. Understand culturally authentic materials that present new and familiar information.
3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.

Oral and Written Presentation

SIII.4   The student will present information orally and in writing in Spanish, combining learned and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

SIII.5   The student will present in Spanish student-created and culturally authentic stories, poems, and/or skits.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

SIII.6   The student will examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
2. Compare and contrast the viewpoints of Spanish-speaking people and the ways these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

Making Connections through Language

SIII.7   The student will use Spanish to reinforce and broaden knowledge of connections between Spanish and other subject areas.
1. Discuss in Spanish how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas.
2. Relate topics studied in other subject areas to those studied in Spanish class, such as contributions of political, arts, or sports figures from Spanish-speaking countries.
3. Use Spanish-language resources to expand knowledge in other subject areas.

Cultural and Linguistic Comparisons

SIII.8   The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

SIII.9   The student will strengthen knowledge of the English language through study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.

Communication across Communities

SIII.10   The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural competence through the use of media, entertainment, and technology.
2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.

Spanish IV

In Spanish IV, V, and above, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

SIV.1　　The student will exchange information orally and in writing in Spanish on a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions, and elicit those of others.
2. Exchange personal reactions to spoken and written information related to Spanish-speaking cultures.
3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.

SIV.2　　The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of vocabulary, structures, and past, present, and future time frames.
2. Exchange ideas clearly, based on level-appropriate material.
3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

Listening and Reading for Understanding

SIV.3　　The student will comprehend spoken and written Spanish found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.
3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.

Oral and Written Presentation

SIV.4   The student will relate information in Spanish, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

SIV.5   The student will present in Spanish student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations, using appropriate visual aids and/or technological support.
2. Use appropriate verbal and nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

SIV.6   The student will analyze in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

Making Connections through Language

SIV.7   The student will demonstrate increased understanding of the connections between content studied in Spanish class and content studied in other subject areas.
1. Use Spanish to discuss examples of the Spanish language and Spanish-speaking culture(s) found in other subject areas, focusing on a variety of topics such as political systems and world literature.
2. Use Spanish to relate topics discussed in other subject areas to those discussed in Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.
3. Use Spanish-language resources to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

SIV.8   The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and Spanish-speaking countries.
2. Analyze how members of Spanish-speaking cultures perceive the United States.
3. Examine local, regional, and national differences in the cultures of Spanish-speaking countries and the culture(s) of the United States.

SIV.9   The student will expand understanding of the English language through study and analysis of increasingly complex elements of the Spanish language.
1.   Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in Spanish-speaking countries and in the United States.
2.   Compare linguistic elements of Spanish and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships, such as *hacer* + present tense and *pretérito* vs. *imperfecto*.

Communication across Communities

SIV.10   The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1.   Analyze in Spanish information obtained through media, entertainment, and technology.
2.   Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.