

# World Languages

## Spanish

### Grades 8 – 12

#### Level I

Level I world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student's proficiency level may range from Novice Mid to Novice High.

*Students can:*

#### **Communication**

##### Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
  - a. Greet and leave people in a polite way.
  - b. Exchange basic information about self and others.
  - c. Exchange basic information about their everyday lives.

##### Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the present tense.
  - a. Identify main characters, themes, and ideas from narrative text.
  - b. Recognize words, phrases and simple sentences in an informational text.
  - c. Interpret visual and auditory cues.

##### Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
  - a. Present basic information orally and in writing.
  - b. Give simple instructions.
  - c. Tell about familiar objects, experiences, and daily routines.
  - d. Recite short memorized phrases, poems, and/or rhymes.

#### **Culture**

4. Identify practices of the target cultures.
  - a. Use basic appropriate gestures in common interactions.
  - b. Identify behaviors in a variety of environments.
  - c. Identify typical activities, events, and celebrations of the target cultures.
5. Identify products of the target cultures.
  - a. Recognize arts, crafts, or graphic representations of the target culture.
  - b. Identify the cultural elements found in music and short video clips.
  - c. Listen to, read, and identify the products from the target culture.

## Connections

6. Connect with other disciplines while using the target language.
  - a. Recognize the difference between English measurements and the metric system for converting currencies.
  - b. Locate cities, states, and countries where the target language is spoken.
  - c. Describe weather in different locations around the world.
7. Interpret information related to diverse perspectives in the target culture.
  - a. Exchange ideas on various audio and visual documents to interpret content.
  - b. Explore authentic websites and materials to interpret topics.

## Comparisons

8. Identify characteristics of the target language and the native language.
  - a. Observe formal and informal forms of language.
  - b. Identify word order for dates and placement of descriptors.
  - c. Identify high-frequency idiomatic expressions.
  - d. Identify cognates.
9. Identify products, practices, and perspectives of the target culture and the native culture.
  - a. Identify daily routines in the target culture and the native culture.
  - b. Identify celebrations in the target culture and the native culture.
  - c. Identify games, stories, songs, and rhymes from the native culture and those from the target culture.

## Communities

10. Communicate using the target language within the classroom and globally.
  - a. Communicate with speakers of the target language in person or virtually.
  - b. Identify professions that utilize the target language.
  - c. Identify nationalities that utilize the target language.
11. Identify opportunities to use the target language beyond the classroom environment.
  - a. Plan real or imaginary travel.
  - b. Attend or view cultural events in person or virtually.