

World Languages

Spanish

Grades 9 – 12

Level II

Level II world languages content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into other cultures as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Use the language to meet basic survival needs.
 - b. Participate in conversations on familiar topics using a variety of phrases and simple sentences.
 - c. Ask and answer questions on factual information.
 - d. Narrate incidents in the past time frame.
 - e. Describe activities and personal preferences in the past time frame.

Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics using the past tense.
 - a. Restate information from audio and visual documents in the target language.
 - b. Locate key information from announcements and messages connected to daily activities in the target culture.
 - c. Relate the main themes and significant details on topics from other subjects and products of the cultures.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Present basic information about people and activities.
 - b. Recite songs, short skits, or dramatic readings.

Culture

4. Identify perspectives through practices of the target cultures.
 - a. Use appropriate gestures in common interactions.
 - b. Describe behaviors in a variety of environments.
 - c. Describe perspectives related to celebration of traditional religious and national holidays.

5. Identify perspectives through products of the target cultures.
 - a. Describe products of the target culture.
 - b. Describe arts, crafts, or graphic representations of the target culture.
 - c. Describe the cultural elements found in music and short video clips.
 - d. Listen to, read, and describe the products in a variety of texts.

Connections

6. Connect with other disciplines while using the target language, utilizing the past time frame.
 - a. Exchange information on patterns of behavior typical of their peer group in the target culture.
 - b. Examine authentic materials containing current events, social announcements, and classified ads.
7. Describe information related to diverse perspectives in the target culture.
 - a. Exchange ideas on various audio and visual documents to interpret content.
 - b. Identify the main idea of information from authentic websites and materials to interpret topics.

Comparisons

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

Communities

10. Interact using the target language within the classroom and globally.
 - a. Interact with speakers of the target language in person or virtually.
11. Describe opportunities to use the target language beyond the classroom environment.
 - a. Participate in student exchange opportunities locally, globally, or virtually.
 - b. Explore the internet to find sites of personal interest where they can use the target language.