

World Languages

Spanish

Grades 10 – 12

Level IV

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
 - a. Initiate, maintain, and conclude a conversation on various topics.
 - b. Use the target language to communicate about subjects of particular interest to students.
 - c. Use the target language to handle tasks that may contain a complication.

Interpretive Mode

2. Interpret, restate, and react to what is heard, read, or viewed on familiar and new topics.
 - a. Give main ideas, supporting details, and justify inferences in selected texts.
 - b. Identify themes, settings, characters, and plot lines found in literary texts.
 - c. Use background knowledge from other disciplines to understand spoken and written information in the target language.

Presentational Mode

3. Present information on familiar and new topics in various time frames and aspects using varied vocabulary and more complex sentence structure.
 - a. Express needs, wants and preferences with supporting reasons.
 - b. Present information on academic and work-related topics.
 - c. Present information about common age-appropriate issues.

Culture

4. Investigate perspectives through practices of the target cultures.
 - a. Explain how behaviors in the target culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar and unfamiliar environments.
 - c. Plan hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
 - a. Analyze the importance of products of the target culture, related to arts, crafts, and graphic representations.
 - b. Analyze the cultural elements of music and short video clips.

Connections

6. Connect with other disciplines while using the target language in a variety of time frames and moods.
 - a. Explain characteristics of countries where target language is spoken.
 - b. Present information on topics across disciplines in a variety of time frames and moods.
 - c. Explain the importance of influential figures from the target culture, past and present.
7. Acquire information related to diverse perspectives in the target culture in a variety of time frames and moods.
 - a. Explain how current events are reported in target culture and at home.
 - b. Compare and contrast advertisements from target culture and local media.
 - c. Explain the importance of influential figures from the perspective of the target culture.

Comparisons

8. Compare characteristics of the target language and the native language in a variety of time frames and moods.
 - a. Explain idiomatic expressions appropriately.
 - b. Compare and contrast formal and informal registers of language.
9. Compare products, practices, and perspectives of the target culture and the native culture in a variety of time frames and moods.
 - a. Compare and contrast personal experiences of the target culture to the native culture.
 - b. Explain cultural practices in the target culture.
 - c. Compare products in the target culture to the native culture.

Communities

10. Interact using the target language within the classroom and globally in a variety of time frames and moods.
 - a. Exchange information with speakers of the target language in person or virtually in a variety of time frames and moods.
 - b. Simulate interactions and personal experiences that would occur in the target culture.
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames and moods.
 - a. Analyze authentic materials to learn more about topics studied in class.
 - b. Explore the internet to find authentic websites of current events and cultural interests.
 - c. Plan a community event which promotes the target culture.