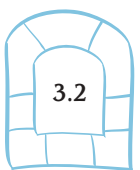


3. Standards of Learning (SOL)





Foreign Language Standards of Learning (SOL)

Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in June 2000 by the Virginia Board of Education to emphasize the importance of foreign language instruction in the commonwealth.

The Foreign Language Standards of Learning 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 an expanding global society. Knowledge and skills that students acquire in their foreign language classes will support their learning in other subjects, enable them to interact effectively with others, and give them increased access to information across the world.

Copies of the Foreign Language Standards of Learning are being distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I–IV of French, German, Latin, and Spanish. There are also generic Modern Foreign Language Standards of Learning that may be adapted for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic, and other languages that may be taught in the commonwealth. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students.

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 who assisted the Department of Education in developing and reviewing the draft documents. 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 new academic standards.

A major objective of Virginia's educational agenda is to give our 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. There are specific standards for French, German, Latin, and Spanish, Levels I–V, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages.

Each level of the modern language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language learning, focusing on communication. The Latin standards are organized around six content strands that focus on interpretation of text. The emphasis on communication and interpretation ensures that students exiting foreign language programs in Virginia's high schools will be able to interact with users of the language and understand their culture. Between ten and twelve standards have been written for each level of the modern languages. Latin has seven or eight standards at each level. Each standard for each of the languages is followed by two or more essential components of the standard. The 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.

Generic Modern Foreign Language Standards have also been developed and may be adapted for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic. In addition, a curriculum framework for American Sign Language has been developed for Levels I–III and is published in a separate document.

The standards of learning do not encompass the entire 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 re-introduced with increasing complexity at various stages of language development. 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. In addition, local assessments should be matched to standards and designed to measure students' ability to use the foreign language.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is often made to *culturally authentic materials*, which are materials that have been created for native speakers of the language, and which 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 should require students to function at a level consistent with their stage of language development. 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 language proficiency level.



Goals

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 which order their world, and the ideas and perspectives which guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to understand the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

Increased Global Perspective

- Students will contribute to and respond to their communities and to 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 second language study.

Explanation of Strands

The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application for students: 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; and Communication across Communities.

Six strands have been identified for Latin language learning, two of which focus on the skills needed by students to read and interpret Latin texts: Reading for Understanding and Using Oral and Written Language for Understanding. These strands unique to Latin are explained at the end of the introduction. All other strands for Latin are the same as those for the modern languages: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Person-to-Person Communication*

The person-to-person communication strand identifies the content and range of skills that students demonstrate when they exchange information with another person. In the person-to-person strand, they demonstrate their ability to initiate, sustain, and close a conversation or interactive written communication, such as an e-mail exchange. This strand focuses on the skills that students need to develop in order to maintain an interactive communication with another person.

Listening and Reading for Understanding**

The comprehension and interpretation of written or oral communication is the second communicative mode within the range of skills that students develop to demonstrate communicative competence. The ability to understand spoken and written language is indicated by the level of comprehension of a text and the 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 communication is one way and focuses on what students can comprehend without the opportunity to ask for clarification.

Oral and Written Presentation**

The third strand focusing on communicative competence centers around the ability of a student to present information to an audience either orally or in writing. 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, but must rely on their presentational skills to deliver the message to the audience.



Cultural Perspectives, Practices and Products

Understanding the culture of the speakers of the language is an integral part of learning a 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). The 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

The topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the foreign 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 language and culture in a way that increases their understanding of the nature of language in general and of elements of their native language and culture. As they become more knowledgeable about the foreign language, they increase their own skills in their native language as they make continuous comparisons between the foreign language and their own. The insight students develop into their own culture helps them to increase their awareness and openness to people who speak other languages and who may view the world from a different perspective.

Communication across Communities

Knowledge of the foreign language and culture is enhanced for students when they have the opportunity to apply their skills and knowledge beyond the classroom. This application can take many forms, from corresponding with a native speaker of the language to visiting local sites where the language and culture are prominent. Within the Commonwealth of Virginia, there are myriad situations in which students can make these connections: ethnic populations within the local community, foreign-owned businesses that have offices and factories in many parts of the state, and numerous resources available through the Internet and other media. It is the practical application of their language skills that motivates students to continue their language study and develop a life-long interest in participating in the global community.

* *There is no Person-to-Person strand for Latin.*

** *The two communication strands for Latin have been modified and are described on page 3.8. The remaining four strands for Latin are the same as those for the modern languages.*

Foreign Language Standards of Learning (SOL)

Reading for Understanding

Latin 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 to authentic texts as early as possible, even through graffiti from the Roman world or short philosophical statements of the ancient Romans. The ability of students to derive cultural as well as linguistic information from a text is the focus of a Latin program.

Using Oral and Written Language for Understanding

The ability of students to read a Latin text is facilitated through their active use of Latin involving oral and written language. For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily. As part of the language learning process, students learn to ask and answer questions, comprehend spoken texts, and write 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 I

Course Description

Level I Spanish focuses on the development of students' communicative competence in Spanish and 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; reading and listening as a receptive process in which comprehension of Spanish texts is developed; and speaking and writing in a presentational context in which students are focused on the 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. In order to develop the three areas of communicative competence, students are encouraged to use the Spanish language as much as possible. 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 an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

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 based on self and familiar material, 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, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
2. Use formal and informal forms of address in familiar situations in Spanish.
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 based on familiar topics that are presented through a variety of media.

1. Identify the main ideas and some details when reading and listening in Spanish.
2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
3. Understand simple instructions in Spanish, such as classroom procedures or basic computer terminology.

SI.4 The student will use verbal and non-verbal 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 orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.

1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe in Spanish basic familiar information, such 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 accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.

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 expression.
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 role 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 historical and contemporary individuals associated with important events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, 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 Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

Making Connections through Language

SI.9 The student will recognize how information acquired in the study of Spanish and information acquired in other subjects reinforce one another.

1. Identify examples of vocabulary, phrases, proverbs, and symbols from the Spanish language that are used in other subjects.
2. Relate content from other subject areas to topics discussed in the 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 an 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 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 the English language.

1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

SI.12 The student will identify situations in which Spanish language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

1. Identify examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the Spanish-speaking world.



Spanish II

Course Description

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, 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 are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

SII.1 The student will exchange spoken and written information and ideas in Spanish.

1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
2. Give and follow basic instructions and directions in Spanish.

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 as well as past and future time.
2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

SII.3 The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.

1. Understand main ideas and identify essential details when reading and listening in Spanish.
2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in Spanish.
3. Understand and follow simple instructions in consumer and informational materials in Spanish, such as those for following recipes or using computers.

SII.4 The student will use verbal and non-verbal 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 orally and in writing information in Spanish that combines learned as well as original language in simple sentences and paragraphs.

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in Spanish.
2. Present information in Spanish using structures that reflect present as well as past and future time.
3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.

SII.6 The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
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 an understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.

1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and 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 Spanish words used in the English language or contributions of important mathematicians and scientists from Spanish-speaking countries.
2. Relate information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.



Cultural and Linguistic Comparisons

SII.9 The student will demonstrate an understanding of cultural similarities and differences between the Spanish-speaking world and the United States.

1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

SII.10 The student will develop a better understanding of the English language through the study of Spanish.

1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
2. Compare vocabulary usage and structural patterns of Spanish and English.
3. Use level-appropriate idiomatic expressions in Spanish.

Communication across Communities

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

1. Illustrate how the Spanish language and Spanish-speaking cultures are evident in and through media, entertainment, and technology.
2. Locate and use Spanish language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the Spanish-speaking world.



Spanish III

Course Description

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss 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 non-print sources in Spanish.

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 in Spanish via conversations, notes, letters, or e-mail on familiar topics.
3. Use paraphrasing, circumlocution, and non-verbal 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 based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.

1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
2. Understand culturally authentic materials that use new as well as familiar information in Spanish.
3. Understand and follow instructions presented in consumer and informational materials in Spanish, such as those needed to understand a train schedule or to use the Internet.

Oral and Written Presentation

SIII.4 The student will present orally and in writing information in Spanish that combines learned as well as original language in increasingly complex sentences and paragraphs.

1. Summarize and communicate main ideas and supporting details in Spanish orally and in writing 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 student-created as well as culturally authentic stories, poems, and/or skits in Spanish.

1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

SIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.

1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
2. Discuss how the viewpoints of Spanish-speaking people 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 reinforce and broaden his/her knowledge of connections between Spanish and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.

1. Identify how the Spanish language and Spanish-speaking cultures are found in other subject areas through various topics, such as terminology specific to the content areas.
2. Relate topics studied in other subject areas to those studied in the Spanish class, such as issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world.



Cultural and Linguistic Comparisons

SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.

1. Use level-appropriate Spanish to discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
2. Compare aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

SIII.9 The student will strengthen his/her knowledge of the English language through the 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 differ from those of the Spanish language.

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 knowledge through the use of media, entertainment, and technology.
2. Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.



Spanish IV

Course Description

In Spanish IV, students continue to develop their proficiency in the three modes of communicative competence: interacting 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. 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 of countries where Spanish is spoken with their own.

Person-to-Person Communication

SIV.1 The student will exchange a wide variety of information orally and in writing in Spanish on various topics related to contemporary and historical events and issues.

1. Express and support opinions in Spanish, and elicit those of others.
2. Exchange with others personal reactions in Spanish to spoken and written information related to Spanish-speaking cultures.
3. Exchange information in Spanish from outside sources, such as newspapers, magazines, broadcasts, or the Internet.

SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.

1. Use a full range of level-appropriate vocabulary, structures, and past, present, and future time frames.
2. Exchange ideas clearly in Spanish based on level-appropriate material.
3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in Spanish.

Listening and Reading for Understanding

SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources that have been prepared for various purposes.

1. Identify various elements in spoken and written texts in Spanish such as plot, theme, setting, and characters.
2. Understand some subtleties of meaning, such as intent, humor, and tone in a variety of level-appropriate works in Spanish that are culturally authentic, such as radio and television segments or literary passages.
3. Understand and follow instructions presented in spoken and written consumer and informational materials in Spanish, such as those for completing a customs declaration or creating a Web page.



Oral and Written Presentation

SIV.4 The student will relate information in Spanish that combines learned as well as original language in oral and written presentations of extended length and complexity.

1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

SIV.5 The student will present or perform in Spanish both student-created and culturally authentic essays, poetry, plays, and/or stories.

1. Produce well-organized presentations in Spanish using appropriate visual aids and/or technological support.
2. Use appropriate verbal and non-verbal presentational techniques.

Cultural Perspectives, Practices, and Products

SIV.6 The student will discuss in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.

1. Discuss in Spanish how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures.
2. Engage in real-life and simulated situations that demonstrate an understanding of culturally appropriate practices.

Making Connections through Language

SIV.7 The student will demonstrate an understanding of the connections between content studied in Spanish class and in other subject areas.

1. Discuss how the Spanish language and Spanish-speaking cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
2. Use level-appropriate Spanish to relate topics discussed in other subject areas to those discussed in the Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.



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. Understand and discuss in Spanish the role of culture in the development of relationships between the United States and Spanish-speaking countries.
2. Discuss how the United States is viewed by members of Spanish-speaking cultures and why.
3. Recognize the existence of local, regional, and national differences in the cultures of both Spanish-speaking countries and the United States.

SIV.9 The student will expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the Spanish language.

1. Recognize the existence of local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both Spanish-speaking countries and the United States.
2. Compare Spanish and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express time and tense relationships, such as hacer + present tense, 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. Discuss in Spanish information obtained in and through media, entertainment, and technology.
2. Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

