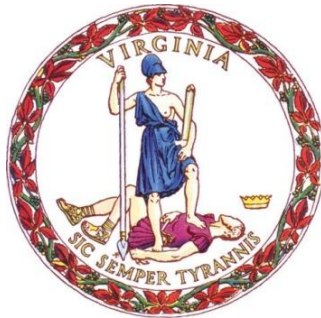# Foreign Language Standards of Learning

for
Virginia
Public Schools

Board of Education
Commonwealth of Virginia

May 2014

Foreign Language Standards of Learning

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Virginia
Public Schools

Adopted in May 2014 by the Board of Education

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Notice to Reader

Foreword

The Virginia Board of Education is committed to a major program of public education that is among the best in the nation and that meets the needs of all students in the Commonwealth. The Standards of Learning enrich the process for achieving that objective.

This 2013 review of the Foreign Language Standards of Learning represents Virginia's ongoing commitment to high quality and relevant world language education in the Commonwealth. The current standards are the result of four decades of growth, change, and evolution in world language teaching. They also incorporate Virginia's ongoing initiative to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding world. The development of technology has transformed the world, bringing all people closer than ever and making them more aware of their role in the global community. The integration of technology in today's schools, coupled with the more interdisciplinary nature of education, points to the need for more informed and communicatively competent students. The knowledge and skills that students acquire in their world 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. Today's language students are developing not only linguistic skills, but also cultural insight that together lead to global awareness in preparation for career and continued studies.

It is important to understand and appreciate the value of learning and communicating in another language. As stated in the Standards for Foreign Language Learning in the 21st Century the reasons for studying a world language might range from the realistic to the idealistic, but in the end, one must be able to communicate. Those who study other languages know "how, when, and why, to say what to whom".

The Foreign Language Standards of Learning, through their reviews and revisions, have been developed and refined through the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These professionals have assisted the Department of Education in developing and reviewing the draft documents that were presented at public hearings. Their efforts have been directed toward the creation of a useful, relevant document that responds to the current needs of students. The Standards of Learning are evolving to reflect the movement toward proficiency as developed by the American Council on the Teaching of Foreign Languages (ACTFL), with the Standards for Foreign Language Learning in the 21st Century, and the ACTFL Performance Descriptors for Language Learners (2012 Edition).

These Foreign Language Standards of Learning for Virginia Public Schools provide a blueprint for structuring curricula whose goal is effective and meaningful interaction with others, whether across time, on another continent, in another country, in another state, or in our own neighborhood. Copies of these standards have been made available to public schools throughout Virginia for school divisions and teachers. These standards state end-of-course targets of knowledge and performance for modern Roman alphabet world languages in general, with specific standards for French, German, and Spanish; modern non-Roman alphabet languages world languages, including character-based (logographic) languages like Chinese, Korean, and Japanese, and non-Roman script languages like Russian and Arabic; and Latin in levels I through

IV and above. The standards for Level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content.

The Standards of Learning set reasonable, appropriate, and measurable 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. School divisions are encouraged to offer continuous and sequential world language instruction beginning in the elementary grades. Furthermore, schools are encouraged to go beyond the prescribed standards to enrich curricula 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.

The Virginia Board of Education has approved these Foreign Language Standards of Learning as an integral component of Virginia's educational agenda, ensuring that world language programs throughout the Commonwealth are grounded in up-to-date principles of language learning theory and effective teaching practices. These Standards of Learning are one component of the overall program of public education in Virginia that addresses the needs of young people in the Commonwealth to become educated citizens of the world.

Introduction

The *Foreign Language Standards of Learning* for modern world languages and Latin identify essential content, processes, knowledge and skills for each level of language learning in Virginia's secondary schools. Included are:

- Generic standards for levels I through IV of Roman Alphabet World Languages;

- Generic standards for levels I through V of Non-Roman Alphabet World Languages, including (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean; and

- Language specific standards for levels I through IV of French, German, Spanish, and Latin.

The Roman Alphabet World Language standards for level IV and Non-Roman Alphabet World Language standards for level V 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 as a separate document.

The new Standards of Learning for Non-Roman Alphabet World Languages levels I and II are similar to those of Roman Alphabet Languages; levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the Roman alphabet languages. Non-Roman alphabet languages call for significantly more time to achieve a level of functional proficiency for several reasons:

- Written Arabic uses fewer vowels, making it more difficult to read the language.
- Chinese is a tonal language—meaning changes as the tone of a word changes. Chinese also has thousands of characters and a complex writing system.
- Japanese also has thousands of characters as well as three different writing systems and two syllabary systems.
- Korean has a complicated writing system, as well as different syntax and verb conjugations.

Research indicates when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking. For this reason, these Standards of Learning include explanations of the need for and use of transliterated text and romanized alphabets.

Each level of the modern world language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language use, focusing on communication. 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. There are between ten and twelve

standards for each level. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities. See individual language documents for examples that clarify or expand upon individual standards. 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.

The emphasis on communication and interpretation ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to interact with users of the language and gain insight into their culture. The level of proficiency reached depends largely on the amount of actual practice and experience with the target language. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools.

Effective language instruction must provide significant levels of meaningful communication (communication for a classical language refers to an emphasis on reading ability) and interactive feedback in the target language in order for students to develop language and cultural proficiency.

Learning another language is much more than simply learning about the language system; language study includes the rich cultural content that makes languages and their communities unique. Specific course content should be determined in part by the ages of students, location, interests, and needs of the community, incorporating those unique age- and level-appropriate cultural elements that shape the target language communities. 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 of learning do not encompass the entire curriculum for a given course or prescribe how the content should be taught. The vocabulary, concepts, and structures for each level should be presented in a spiraling fashion that reintroduces them with increasing complexity at subsequent stages of language development. The standards for any level beyond level I incorporate the standards for all levels that precede it. Local assessments designed to measure students' ability to use the target language should be aligned with local, state standards.

Several terms that have particular significance within world language education are used throughout the document. Reference is often made to culturally authentic materials, which are materials that have been created for and by 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 and skills, such as vocabulary and grammatical structures or instructional materials, such as reading selections or videos. "Level-appropriate" means that the content, context, process, ability, skill, or material described should require students to function adequately at a level at which they are studying. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by making the linguistic task assigned to the students relevant to their language proficiency level. "Cultural competence" refers to the appropriateness of an action or response within a social context.

Goals and Strands for Modern World Languages

The *Foreign Language Standards of Learning* for modern world languages are organized into broad learning outcomes and concepts or goals, i.e., what students are to learn. The intent of each goal is specified by strands that describe categories of desired learning outcomes in world languages. For each strand, standards identify specifically what students will know and be able to do in each area by the end of a course.

Goals
Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in the four areas below.

Effective Communication
Students will:

- Communicate with others in a language other than English. 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.

- Develop an understanding of 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 language study, which enables them to understand the interrelationships among content areas.

- Access information in more than one language making available a greater range of authentic resources and a richer base of knowledge.

Increased Global Perspective
Students will:

- Respond to and contribute to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a world language class.

- Explore additional prospects for further education, career opportunities and personal fulfillment as a result of second language study.

Strands

The content of the *Foreign Language Standards of Learning* for modern world languages is organized around the following seven essential strands of language development and application:

- Interpersonal Communication
- Interpretive Communication: Listening and Reading for Understanding
- Presentational Communication: Speaking and Writing
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Linguistic and Cultural Comparisons
- Interacting in School and Global Communities

Interpersonal Communication
The first strand focuses on the productive communicative skills needed to exchange information with another person. In the interpersonal communication strand, students initiate, sustain, and close a conversation or produce interactive written communication, such as an e-mail exchange.

Interpretive Communication: Listening and Reading for Understanding
The second strand consists of the receptive 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 and written language in a variety of media, together with interpretation of other visual and auditory cues given by the speaker and writer. This strand differs from the interpersonal communication strand in that the skills involve understanding one-way communication with little or no opportunity for clarification through interaction.

Presentational Communication: Speaking and Writing
The third strand focuses on 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 differ from the interpersonal communication strand in that students do not interact with 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 inseparable link between language and culture by developing an understanding of the perspectives or viewpoints — informed by such factors as history and tradition; 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, to more fully understand and appreciate literary and artistic works, and to function successfully within that cultural setting.

Making Connections through Language
The topics addressed in the world language classroom provide an opportunity for students to   associate information about the language and culture(s) 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 target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

Linguistic and Cultural Comparisons
The process of language learning causes students to reflect on their own language and culture in a way that increases linguistic awareness and understanding of the nature of language in general and of elements of their native language and culture. As students become more knowledgeable about the target language, they also 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 language and 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.

Interacting in School and Global Communities
Knowledge of the target language and culture is enhanced for students when they have the opportunity to use their abilities and knowledge beyond the classroom setting. This application can take many forms, for example, corresponding with a native speaker of the language; working or volunteering in service programs and organizations; visiting local sites where the language and culture are prominent; and participating in local, state, and national competitions. 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 meaningfully in the global community.

Goals and Strands for Latin

Each level of Latin is organized into six content strands and contains a total of seven or eight standards that focus on the interpretation of text. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities.

The emphasis on the interpretation of texts in general ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to gain insight into Roman and other classical cultures that interacted with and influenced the Latin-speaking world. The level of proficiency reached depends largely on the amount of actual practice and experience with Latin. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in the language and culture, such as participation in the Virginia Governor's Foreign Language Academies, world travel/study, and other group or individual study/practice situations, including electronic media.

Goals
Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring

further experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in the four areas below.

Effective Linguistic Interpretation
Students will:

- Understand linguistic and cultural information through reading a variety of texts in Latin.

- Improve their understanding of and ability to communicate in the English language by comparing and contrasting it with Latin.

Enhanced Cultural Understanding
Students will:

- Develop insight into other people's ways of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.

- Develop an understanding of 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 the study of Latin, enabling them to reinforce and expand their understanding of the interrelationships among content areas.

- Access information in Latin, making available a greater range of authentic resources and a richer, broader 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 historical perspective gained in a Latin class.

- Explore additional prospects for further education, career opportunities, and personal fulfillment as a result of the study of Latin.

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

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Linguistic and Cultural Comparisons
- Interacting in School and Global Communities

Reading for Understanding
The focus of a Latin program is the ability of students to derive linguistic as well as cultural 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 simple Latin sentences and stories and are introduced as early as possible to authentic texts from the ancient world such as graffiti, maxims, and short adapted texts from Latin authors.

Using Oral and Written Language for Understanding
The ability of students to read and perceive linguistic patterns in a Latin text is facilitated through their active use of oral and written Latin.   As part of the language learning process, students learn to ask and answer questions, comprehend spoken statements, commands, and questions; and compose phrases and simple sentences in Latin. As students progress in their language study, attention shifts from writing the language to comprehension and interpretation of more complex authentic Latin texts.   Attention is also focused on reading Latin texts aloud with consistent Classical or Ecclesiastical pronunciation and observation of phrasing and meter where appropriate.

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 inseparable link between language and culture by developing an understanding of perspectives or viewpoints—informed by such factors as history, tradition, and religion; practices or patterns of behavior; and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to more fully understand and appreciate literary and artistic works and to function successfully within that cultural setting.

Making Connections through Language
Topics addressed in the world language classroom provide an opportunity for students to associate 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 and appreciation of the total curriculum.

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

Interacting in School and Global Communities

Knowledge of Latin and Roman culture is enhanced when students have the opportunity to use their knowledge beyond the classroom setting. This application can take many forms, from visiting nearby sites where the language and culture are evident to participating in local, state, and national competitions. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by visiting area museums, investigating Roman architecture and engineering influences in their area, to 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 meaningfully in the global community.

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:

- Interpersonal speaking and writing as interactive processes in which students learn to communicate with another Spanish speaker
- Interpretive listening and reading as receptive processes in which students develop comprehension of Spanish
- Presentational speaking and writing 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 as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. 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. One way this can be accomplished is 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 other Spanish speakers.

Interpersonal 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 and answer questions about familiar topics, such as family members, personal belongings, school, and leisure activities, time, and weather.

SI.2   The student will 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 proper formal and informal forms of address in familiar situations.
3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: 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 key words, cognates and some formulaic expressions when listening

    and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and formulaic expressions with significant contextual support.
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 basic types of statements, questions, and exclamations.
2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.

Presentational Communication: Speaking and Writing

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 basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
2. Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
3. Demonstrate increasing attention to accurate intonation and pronunciation.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.
5. Write simple sentences on familiar topics in short paragraph style.

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

Cultural Perspectives, Practices, and Products

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

dwellings, regionally-specific language, and symbols.

SI.8   The student will recognize that perspectives, practices, and products of Spanish-speaking cultures studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers reflect Spanish-speaking cultures, such as the concepts of the extended family, a girl's 15th birthday, and typical foods.
2. Identify major cities, regions, 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. Identify the use of Spanish language and cultures 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 regions or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Linguistic and Cultural Comparisons

SI.10   The student will compare basic elements of the Spanish language to those of English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.
2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.

SI.11   The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and those of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in Spanish-speaking societies.
2. Recognize differences in social practices and personal interactions among cultures.
3. Recognize unique elements of the student's own culture.

Interacting in School and Global Communities

SI.12   The student will use Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the Spanish language and Spanish-speaking cultures gathered from interaction with Spanish speakers, authentic media, and technology.
2. Use resources, such as individuals and organizations in the community or accessible through technology, to gain information about the Spanish-speaking world.

Spanish II

In Spanish II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of Spanish. 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 language and cultures. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

Interpersonal Communication

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

SII.2   The student will 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 frames.
2. Use nonverbal communication and paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

SII.3   The student will understand basic spoken and written Spanish presented through a variety of media in familiar contexts.
1.   Identify some details and key words when listening to, and reading in Spanish.
2. Understand culturally authentic materials, such as announcements, messages, and advertisements in familiar contexts.
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 types of statements, questions, and exclamations.
2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

Presentational Communication: Speaking and Writing

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

SII.6   The student will present in Spanish rehearsed and unrehearsed material, including
               skits, poems, plays, short narratives, and songs that reflect Spanish cultures.
               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
                  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
                  gatherings, holiday celebrations, and community events.
               2. Identify and discuss patterns of behavior typically associated with Spanish-
                  speaking cultures, such as those relating to business practices, customs, and
                  family dynamics.
               3. Explore the influence of the geography and history of Spanish-speaking
                  countries or regions, such as food, clothing, dwellings, transportation,
                  language, music, 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 Spanish and Spanish-speaking cultures on
                  other subject areas, such as the use of Spanish words in English or the
                  contributions of important individuals from Spanish-speaking countries or
                  regions.
               2. Compare 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
                  economics and geography of Spanish-speaking countries or regions.

Linguistic and Cultural Comparisons

SII.9   The student will develop a deeper understanding of English and other languages through study of Spanish.
1. Recognize critical sound distinctions and intonation patterns in Spanish and English and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of vocabulary and structural patterns of Spanish and English.
3. Compare the use of idiomatic expressions in Spanish and English.

SII.10   The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking cultures studied 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, music, and art.

Interacting in School and Global 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 aspects of Spanish cultures discovered through interaction with Spanish speakers, authentic media and technology.
2. Reinforce cultural knowledge through the use of Spanish-language resources, such as individuals and organizations in the community or accessible through technology.

Spanish III

In Spanish III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, 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 the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of 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 sustain a conversation in Spanish about topics that include historical and contemporary events and issues. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

Interpersonal Communication

SIII.1   The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express 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 authentic Spanish sources.

SIII.2   The student will 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 major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate Spanish.

Interpretive Communication: Listening and Reading for Understanding

SIII.3   The student will understand spoken and written Spanish presented through a variety of media and based on new topics in familiar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials in a familiar context; such as live and recorded conversations, short lectures, podcasts, videos, reports, graphics, and literary selections.
2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for public transportation or using technology.

Presentational Communication: Speaking and Writing

SIII.4   The student will present information orally and in writing in Spanish, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
2. Use major 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 products, such as stories, poems, songs, and skits.
1. Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.
2. Use various verbal and nonverbal presentational techniques such as voice inflection, visual aids, and 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, inventions, the arts, forms of recreation, pastimes, regionally-specific 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 perspectives are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
3. Investigate the interrelationship of geography and history in the development of Spanish-speaking cultures.

Making Connections through Language

SIII.7   The student will use Spanish to reinforce and broaden understanding of connections between Spanish and other subject areas.
1. Discuss aspects of the Spanish language and Spanish-speaking culture(s) found in other subject areas.
2. Make connections between topics studied in other subject areas and those discussed in Spanish class, such as the environment, political figures, and the arts.
3. Use authentic resources to expand knowledge acquired in other subject areas.

Linguistic and Cultural Comparisons

SIII.8   The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate that language and meaning do not transfer directly from one language to another.
2. Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.

SIII.9   The student will investigate and discuss why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on Spanish-speaking countries or regions and the United States.
2. Compare and contrast aspects of Spanish-speaking cultures, such as language, religion, art, architecture, music, and literature, with those of other cultures.

Interacting in School and Global Communities

SIII.10   The student will apply Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Compare in Spanish aspects of the Spanish-speaking cultures obtained from interaction with Spanish speakers, authentic media and technology.
2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through technology, to reinforce cultural understanding.

Spanish IV

In Spanish IV and above, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary 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 or regions with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

Interpersonal Communication

SIV.1   The student will exchange information orally and in writing in Spanish on engage in and discuss a variety of topics in both oral and written forms of communication.
1. Express and support opinions and elicit those of others.
2. Exchange personal reactions to spoken and written information including contemporary and historical events and global issues.
3. Exchange information from a variety of authentic media sources.

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 major time frames and moods.
2. Exchange ideas clearly, based on level-appropriate themes.
3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

Interpretive Communication: Listening and Reading for Understanding

SIV.3   The student will understand spoken and written Spanish found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in non-complex spoken and written texts.
2. Understand and respond appropriately to increasingly complex instructions presented in informational materials, such as instructions for completing a customs declaration or interpretation of data.

Presentational Communication: Speaking and Writing

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. Present 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 produce and present in Spanish either student-created or culturally authentic essays, poetry, plays, podcasts, and stories on themes of general and personal interest.
1. Produce well-organized presentations, including reports on current events and critiques.
2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

Cultural Perspectives, Practices, and Products

SIV.6   The student will analyze how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss how the viewpoints, patterns of behavior, and products of Spanish-speaking cultures are interrelated throughout various aspects of everyday life, such as global challenges, advancement of technology, and diversity issues.
2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

Making Connections through Language

SIV.7   The student will use Spanish to demonstrate increased understanding of the connections between content studied in the Spanish class and content studied in other subject areas.
1. Discuss and evaluate examples of the Spanish language and Spanish-speaking culture(s) found in other subject areas.
2. Compare and contrast topics discussed in other subject areas and those discussed in Spanish class, such as notable authors, artist political systems, and historical events.
3. Use authentic resources to support knowledge related to other subject areas.

Linguistic and Cultural Comparisons

SIV.8   The student will expand understanding of English and other languages 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 regions 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*.
3. Compare linguistic elements of Spanish and English, and understand how each language uses different grammatical structures to express these elements.

SIV.9   The student will recognize and discuss aspects of cultural similarities and differences in social, economic, and political relationships in the global community.
1. Analyze the role of culture in the development of relationships between the United States and Spanish-speaking countries and regions.
2. Illustrate 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 regions and those of the United States.

Interacting in Global Communities

SIV.10   The student will apply Spanish language skills more extensively and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze aspects of Spanish-speaking cultures derived from interaction with Spanish speakers, authentic media and technology.
2. Use Spanish resources, such as individuals and organizations in the community or accessible through technology, to increase cultural understanding.