

Spanish Literacy Standards and Benchmarks –

1. Students will listen, speak, read and write in the target language to show comprehension and application.
2. Demonstrate an understanding of the relationships between practices, products, and perspectives of other cultures.
3. Students use target language to assess, process, and discuss information and perspectives.
4. Recognize that languages and cultures have different patterns and apply this knowledge to their own cultures.
5. Prepare to use the language beyond the school setting.

	1. Listening/Speaking/ Reading/Writing	2. Culture (G)	3. Access, process, discuss information	4. Comparing Cultures(G)	5. Communities
Span. I (9-12)	<p>a. Students engage in conversation.</p> <p>b. Demonstrates the ability to provide and obtain information.</p> <ul style="list-style-type: none"> ▪ Knows how to use Windows/the Internet to obtain information. <p>c. Knows how to interpret spoken language.</p>	<p>a. Students identify and discuss various aspects of the target culture.</p> <p>b. Students investigate and participate in cultural practices.</p>	<p>a. Students will use the target language to obtain information and when necessary restate information for clarity.</p>	<p>a. Students identify and compare cultural perspectives of people in both their own culture and the culture being studied. (C)</p>	<p>a. Students realize the benefits of communication in more than one language. (MC,G)</p>
Span. II (10-12)	<p>a. Students communicate in oral and written forms to provide and obtain information, to express feelings and emotions, and to exchange opinions.</p>	<p>a. Students identify and discuss various aspects of the target culture.</p>	<p>a. Students use target language and authentic sources to reinforce and/or learn content from other disciplines.</p>	<p>a. Students identify and compare cultural perspectives of people in both their own culture and the culture being studied.</p> <p>b. Students distinguish between the sound system and the writing system of the target language and the same elements in their own language.</p> <ul style="list-style-type: none"> ▪ Knows how to recognize Spanish cognates and is able to make comparisons to the English language. 	<p>a. Students realize the benefits of communication in more than one language.</p> <p>b. Students read materials and/or use media from the language and culture for personal enrichment.</p>

Span. III (11-12)	<p>a. Students communicate in oral and written forms to provide and obtain information, to express feelings and emotions, and to exchange opinions.</p> <ul style="list-style-type: none"> • Knows how to discuss anyone's daily activities (GF) 	<p>a. Students identify and discuss various aspects of the target culture.</p>	<p>a. Students use target language and authentic sources to reinforce and/or learn content from other disciplines.</p> <ul style="list-style-type: none"> • Translate discipline-related text to English or to Spanish • Demonstrates conversation through role-play activities. 	<p>a. Students identify and compare cultural perspectives of people in both their own culture and the culture being studied.</p> <p>b. Students distinguish between the sound system and the writing system of the target language and the same elements in their own language.</p>	<p>a. Students realize the benefits of communication in more than one language.</p>
Span. IV (12)	<p>a. Students communicate in oral and written forms to provide and obtain information, to express feelings and emotions, and to exchange opinions.</p> <ul style="list-style-type: none"> ▪ Create projects demonstrating proficiency in speaking, listening, reading and culture. 	<p>a. Students identify and discuss various aspects of the target culture.</p>	<p>a. Explore options in a situation and handle difficulties and unexpected events.</p> <ul style="list-style-type: none"> • Translate discipline-related text to English or to Spanish • Demonstrates conversation through role-play activities. 	<p>a. Students identify and compare cultural perspectives of people in both their own culture and the culture being studied.</p> <p>b. Students distinguish between the sound system and the writing system of the target language and the same elements in their own language.</p>	<p>a. Students realize the benefits of communication in more than one language.</p>