

NORTHEAST COMMUNITY SCHOOL DISTRICT
SPANISH STANDARDS AND BENCHMARKS

Standard #1: Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks:

1. Uses vocabulary for discussing a wide range of topics (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).
2. Uses the target language to exchange information about general events (e.g., classes, meetings, concerts, meals) and transportation (e.g., place, date, time).
3. Asks and answers questions in the target language (e.g., clarifies word meaning, asks for assistance, answers questions about self or family).
4. Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs).

Standard #2: Understands and interprets written and spoken language on diverse topics from diverse media.

Benchmarks:

1. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, simple instructions).
2. Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities).
3. Understands common phrase groupings and voice inflection in simple spoken sentences.
4. Understands nonverbal and verbal cues when listening to or observing a user of the target language.
5. Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture.
6. Understands story elements (e.g., main plot and sub-plots; appearance, roles, and significance of characters; theme, setting) in authentic, ability-appropriate written literature (e.g., short stories, poems).
7. Understands the main ideas and significant details of culturally significant songs, folk tales, comedy, and anecdotes in the target culture.

Standard #3: Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks:

1. Presents simple oral reports or presentations about a variety of topics such as: family members and friends, objects present in the everyday environment, and common school and home activities.
2. Uses language conventions and style (e.g. phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation,

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intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic).

3. Writes in the target language in a variety of forms (e.g., personal essays, poems, plays, shorts stories, songs, dialogue, business and personal letters, invitations, drama, journals, e-mail, articles for student publications, factual reports) from short stories).
4. Presents information orally or in writing on literary and cultural topics that are appropriate at this developmental level (e.g., presents the plot, character descriptions and development, and themes found in authentic literary works; expresses opinions and appreciation for various forms of literature, radio programs, songs, films, visual works).

Standard 4: Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.

Benchmarks:

1. Knows simple patterns of behavior and interaction in various settings in the target culture (e.g., school, family, community) and how these patterns compare to those in one's native culture.
2. Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play.
3. Knows distinctive contributions made by people in the target culture.
4. Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings).
5. Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community.

Standard 5: Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks:

1. Knows words that have been borrowed from one language to another and how these word borrowings may have developed.
2. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language.
3. Understands that an idea may be expressed in multiple ways in the target language.
4. Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies).
5. Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language.