

# **Spanish**

## **K-12**

### **Section 39**

# Spanish K–12

## **1 Proficiency in presentational and interpersonal modes of communication (Speaking)**

1. Give in Spanish a series of classroom directions presented in English.
2. Narrate, describe, or explain in past, present, and future time.
3. Express and defend an opinion.
4. Communicate on concrete topics relating to particular interests, disciplines, or current events.
5. Respond to situations of everyday life.
6. Demonstrate ability to interact (e.g., make requests, obtain information, seek assistance).

## **2 Proficiency in presentational mode of communication (Writing)**

1. Demonstrate the ability to write effectively on a specific topic (e.g., world issues, family, travel).
2. Demonstrate appropriate style for the content through vocabulary choice, tone, and idiomatic expressions.
3. Demonstrate mastery of spelling, structure, and punctuation.

## **3 Proficiency in interpretive modes of communication (Listening and Reading)**

1. Understand and interpret authentic broadcasts on nontechnical subjects.
2. Understand authentic conversations of a routine social nature concerning everyday topics and current events.
3. Understand the essential points of a discussion or speech on a topic in a special field of interest.
4. Understand verbal directions and instructions.
5. Demonstrate comprehension of written material on a common subject (e.g., sports, travel, movies, theatre, food, music).
6. Demonstrate comprehension of authentic news articles on current topics.
7. Identify main ideas in contemporary literature.

#### **4 Knowledge of Hispanic cultures (Spain, Latin America, and the United States)**

1. Identify patterns of social behavior and social interactions in various settings.
2. Demonstrate general knowledge of the geography, history, arts, and literatures of the Spanish-speaking world.
3. Demonstrate knowledge of similarities and differences between the various Hispanic cultures.

#### **5 Knowledge of language structure**

1. Identify the correct usage of verb conjugations and tense/mood selection.
2. Identify the correct usage of interrogatives (e.g., *qué* vs. *cuál*, *cómo* vs. *qué*, *dónde* vs. *adónde*).
3. Identify the correct usage of prepositions (e.g., *por*, *para*, *en*, *a*).
4. Identify the correct usage of troublesome verb pairs (e.g., *ser* vs. *estar*, *saber* vs. *conocer*, *pedir* vs. *preguntar*, *tocar* vs. *jugar*).
5. Identify the usage of correct agreement (e.g., gender, number, subject-verb).
6. Identify the correct usage of pronouns (e.g., subject, object, reflexive).
7. Identify the correct usage of adjectives (e.g., shortened, position, comparative, superlative, demonstrative).
8. Identify the correct usage of definite and indefinite articles.
9. Identify the correct usage of syntax.

#### **6 Knowledge of second language acquisition principles and teaching methods**

1. Identify major concepts of language acquisition.
2. Identify effective techniques (e.g., cooperative learning, use of authentic materials, interdisciplinary approaches, total physical response, task-based teaching) for teaching proficiency in interpersonal, interpretive, and presentational modes of communication.
3. Identify effective techniques for integrating culture into language instruction.
4. Identify effective techniques for teaching a culturally and academically diverse student population.

5. Identify effective use of technology (e.g., computers, videos, Internet, audio laboratories) in the acquisition of Spanish.
6. Identify various assessment alternatives for evaluating student proficiency in the three modes of communication (i.e., interpersonal, interpretive, and presentational).