

Power Standards Spanish Level IIA

Indian Hill Exempted Village
School District
Spanish Level IIA

Standard 1.1

Interpersonal Communication

Students initiate and sustain spoken or written interpersonal communication.

In order to meet this standard, a Level IIA student must ...

- ✓ Ask and answer questions, via written notes and oral conversation, in order to provide and obtain factual information.
- ✓ Express feelings and emotions.
- ✓ Exchange opinions.
- ✓ Use culturally appropriate verbal and non-verbal greetings and forms of address.
- ✓ Request and provide clarification of meaning.

Standard 1.2

Interpretive Communication

Students listen and read for understanding.

In order to meet this standard, a Level IIA student must...

- ✓ Follow directions to daily classroom activities.
- ✓ Comprehend main idea and significant details from authentic texts and oral messages.
- ✓ Use pictures, symbols, cognates, intonation, and context to determine meaning.

Standard 1.3

Presentational Communication

Students present information and ideas on familiar topics to general audiences or readers.

In order to meet this standard, a Level IIA student must...

- ✓ Discuss the main idea, characters, and supporting details in a variety of media.
- ✓ Create and present written, oral, or dramatic narratives about familiar topics, everyday life, personal experiences, or original stories.
- ✓ Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Standards 3, 4, & 5

Connections, Comparisons, and Communities

Students connect Spanish learning with other disciplines, develop insight into the nature of language, and participate in multilingual communities and cultures.

In order to meet this standard, a Level IIA student must

...

- ✓ Demonstrate an understanding of familiar and formal you (tú and Ud. forms).
- ✓ Identify and discuss cognates and false cognates.
- ✓ Compare sentence structure and word placement.
- ✓ Compare the use of idiomatic expressions.

Standards 2 & 4

Culture and Comparisons

Students demonstrate an understanding of the perspectives, practices, and products of the Spanish-speaking world, and develop insight into the nature of culture.

In order to meet this standard, a Level IIA student must...

- ✓ Discuss generalizations that Americans make about the peoples and practices of Spanish-speaking countries.
- ✓ Identify similarities and differences between student's daily routine and that of various Spanish-speaking countries.
- ✓ Investigate common leisure activities and celebrations enjoyed by various Spanish-speaking countries and Latinos in the U.S.

Course Description:

Spanish IIA furthers the study of grammar, vocabulary and an understanding of Hispanic culture with modifications and differentiations to content and pacing. Students improve listening, speaking, reading and writing skills.

Philosophy:

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

Higher Achievement: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

Lifelong skills: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

Instructional strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort, setting and achieving goals
- Technology as a tool for measuring growth
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Feedback and reflections
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Formative and summative assessments

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Spanish Level IIA**Spanish Level IIA Topics:**

- review and expand level I topics
- home life
- student life
- leisure time
- vacation and travel
- globalization and the world of work

Spanish Level I Topics:

- alphabet and phonetic awareness
- current day, date, and time
- day, date, and time of scheduled activities
- name & age
- place of origin, residence & destination
- feelings & emotions
- location of objects & activities
- opinions & preferences, including likes & dislikes
- price
- physical & personality description
- weather & seasons
- weekend & vacation plans
- school & home obligations
- family members & relationships
- leisure activities
- sequence of events
- geography of the Hispanic world

Student Self-Assessment:

Based upon the **Power Standards, Structures, and Topics** listed here, students should ask themselves. . .

- 1.1 Can I ask and answer questions in Spanish? Can I start a conversation in Spanish? Can I use one or more strategies to keep conversation going?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I present basic information and opinions to others in written and spoken Spanish?
- 2, 4 Can I explain Hispanic culture and am I developing insight into my own language and culture through Spanish?
- 3, 4, 5 Can I connect my knowledge of Spanish to other disciplines and am I developing insights into other disciplines through Spanish? Do I participate in wider communities of Spanish language and culture?

World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

	Overall Organization	Comprehensibility	Level of Discourse	Vocabulary	Language Control
6	<ul style="list-style-type: none"> Superior completion of the task; Ideas well developed and well organized Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text readily comprehensible, requiring no interpretation on the part of the reader Easily understood by a native speaker 	<ul style="list-style-type: none"> Paragraph length discourse variety of cohesive devices Successfully uses more sophisticated, varied sentence patterns Correct in their usage 	<ul style="list-style-type: none"> Rich use of vocabulary Some idiomatic expressions Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Control of basic language structures occasional correct use of advanced language structures Very few or no mechanical errors relative to the length or complexity
5	<ul style="list-style-type: none"> Advanced completion of the task Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text comprehensible Logical order (sequenced) Subtle transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Control of basic language structures attempts at use of advanced language structures Few mechanical errors relative to length or complexity
4	<ul style="list-style-type: none"> Completion of the task ideas adequately developed Awareness of audience and purpose average word count 	<ul style="list-style-type: none"> Text comprehensible, requiring minimal interpretation on the part of the reader Minor lapses in order or structure (some breaks in sequencing) Contrived transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Emerging paragraph length discourse; variety of cohesive devices Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable and accurate use of vocabulary for this level Attempts to use rich language 	<ul style="list-style-type: none"> Control of basic language structures Some mechanical errors that do not interfere with communication
3	<ul style="list-style-type: none"> Partial completion of the task ideas somewhat developed Some awareness of audience and purpose Repetitive or too general below average word count 	<ul style="list-style-type: none"> Text mostly comprehensible, requiring interpretation on the part of the reader Poor transitions Random sequencing Attempts closure Shift in focus Understood by a sympathetic native speaker 	<ul style="list-style-type: none"> Variety of discreet sentences some cohesive devices Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions 	<ul style="list-style-type: none"> Somewhat inadequate and/or inaccurate use of vocabulary Vocabulary too basic for this level 	<ul style="list-style-type: none"> Emerging control of basic language structures Some mechanical errors that do interfere with communication
2	<ul style="list-style-type: none"> Minimal completion of the task Content underdeveloped Poor awareness of audience or purpose Ideas and details are not clear below average word count 	<ul style="list-style-type: none"> Text barely comprehensible Thought patterns are difficult to follow Ideas are not clear or sequenced Resembles free-writing, rambling No closure attempts Barely understood by a sympathetic native speaker 	<ul style="list-style-type: none"> lists of discrete sentences some repetition few cohesive devices No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Emerging use of basic language structures Noticeable mechanical errors that interfere with communication.
1	<ul style="list-style-type: none"> Not developed Restates topic No awareness of audience or purpose Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> Text incomprehensible So short or muddled that it lacks organization or focus too brief to evaluate 	<ul style="list-style-type: none"> extremely repetitive no cohesive devices too brief to evaluate Riddled with errors in sentence structure at the sentence level 	<ul style="list-style-type: none"> Extremely limited vocabulary Inadequate and or/inaccurate use of vocabulary Riddled with errors in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Complete lack of basic language structures Mechanical errors that seriously interfere with communication too brief to evaluate