

**ISPS Modern Languages K–12
Standards and Benchmarks**

Spanish 2

Standard 1 - Use the target language to communicate, to express feelings and emotions, and exchange information.

Benchmarks - By the end of Spanish 2, students will:

- 1 – 1 Use the target language to express one's point of view through the exchange of personal feelings and ideas with members of the target culture. (e.g. likes and dislikes, to describe members of an extended family, to describe vacation choices, family occasions, holidays and other celebrations, favourite activities, popular events, school subjects)
- 1 – 2 Use appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating different items of clothing, food and school supplies, stating colour and size preferences, going shopping in a supermarket, declining an invitation)
- 1 – 3 Use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, greeting people in several different ways, negotiating solutions to problems)
- 1 – 4 Use expressions for managing conversations that is, they can show interest in what others say (Que interesante, No me digas, De veras), take the floor (Si y...; Si pero un momento; Yo digo que); and ask for help or check comprehension (Como se dice? Comprendes?)

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media Level II

Benchmarks - By the end of Spanish 2, students will:

- 2 – 1 Understand the main ideas and significant details of a movie or a television programme
- 2 – 2 Understand various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands.)
- 2 – 3 Understand spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest e.g., favourite activities, popular events, school subjects

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of Spanish 2, students will:

- 3 – 1 Write in the target language in a variety of forms (e.g., personal dialogue, personal invitations, and e-mail)

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- 3 – 2 Present short dialogues, recite anecdotes, and prepare tape or video recorded messages on topics of personal interest to share with class-peers using culturally appropriate behaviour or typical gestures

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target language.

Benchmarks - By the end of Spanish 2, students will:

- 4 – 1 Understand various patterns of behaviour or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements such as the giving of a party, going out in groups instead of in couples that are typical of their peer group within Hispanic communities)
- 4 – 2 Participate in real or simulated age- appropriate cultural occurrences related to special events or personal occasions such as saint's days and birthday celebrations and graduation exercises within the context of Hispanic cultures

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

Benchmarks - By the end of Spanish 2, students will:

- 5 – 1 Know 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 e.g., be able to manipulate the present and simple past tenses, the present tense and preterit , imperfect tenses
- 5 – 2 Understand that the ability to comprehend language surpasses the ability to comprehend language
- 5 – 3 Cite and use examples of words that are borrowed in Spanish and in English and hypothesize about why language might need to borrow words. Some examples of Spanish-English are jourdon, jogging, camping, patio, enchilada, and rodeo
- 5 – 4 Realize that cognates enhance comprehension of spoken and written Spanish, and they demonstrate that awareness by identifying commonly occurring cognates in the language such as words ending in cion, ero, tad, dad, mente
- 5 – 5 Demonstrate an awareness of formal and informal forms of language(registers) and try out expressions of politeness (e.g., for responding to being called in class, and for addressing adults formally but addressing peers informally, comparing the expressions to those found in their first language
- 5 – 6 Demonstrate that English and Spanish have sound distinctions that they must master to communicate meaning (pero-perro, continuo-continuo, continual)