

## Power Standards Spanish Level II

## Indian Hill Exempted Village School District Spanish Level II

### Standard 1.1

#### Interpersonal Communication

**Students initiate and sustain spoken or written interpersonal communication.**

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

- ✓ Interact through written letters and notes and oral conversations and discussions.
- ✓ Express factual information, feelings, and emotions.
- ✓ Discuss and support preferences and opinions.
- ✓ Give a series of complex directions.
- ✓ Use a wide range of strategies to negotiate meaning (circumlocution, verbal cues, paraphrasing, questioning, defining words, and intonation).
- ✓ Interact in a variety of situations using culturally authentic language and gestures.

### Standard 1.2

#### Interpretive Communication

**Students listen and read for understanding.**

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

- ✓ Follow complex oral and written directions.
- ✓ Determine main idea and significant details in a variety of culturally-authentic media.
- ✓ Use prefixes, suffixes, root words, cognates, intonation, word order, and key words to derive meaning.
- ✓ Identify speaker's or author's purpose in a variety of media.

### 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 II student must...

- ✓ Discuss the main idea, characters, supporting details, and author's purpose in a variety of media.
- ✓ Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining.
- ✓ Create and present written, oral, or dramatic narratives about familiar topics, everyday life, personal experiences, or original stories that incorporate descriptive detail.
- ✓ Apply writing process strategies to publish a document for a range of audiences (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 II student must ...

- ✓ Use knowledge of Spanish to clarify and expand English vocabulary (cognates, derivatives, prefixes, and suffixes).
- ✓ Evaluate and discuss how understanding another language and culture enhances job skills and career options.

### 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 II student must...

- ✓ Recognize and use various culturally-authentic names, surnames and levels of formality in greetings and leave-taking in spoken and written communication.
- ✓ 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.

# Language Structures

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### EXPOSURE

- present perfect
- demonstrative pronouns
- use of e instead of y
- use of u instead of o
- acabar de + infinitive (to have just done)

### RECOGNITION *(80% accuracy in comprehension, multiple-choice, or fill-in-the blank conjugation, etc.)*

- hace + time + present progressive (have been doing)
- use of definite articles with a title
- indefinite and negative words
- use of definite articles with parts of the body and clothing
- gender and number of nouns
- direct and indirect object pronouns with reflexive pronouns
- reflexive pronouns
- demonstrative adjectives
- stem changing verbs in the present and preterite tenses
- commands

### PRODUCTION *(80% accuracy in oral and written production)*

- everything from level I
- limiting adjectives (buen, mal, gran)
- verbs like gustar
- negative words (adverbs)
- reflexive pronouns
- use of definite articles with days of the week to express “on”
- reflexive constructions
- imperfect vs. preterite
- comparative and superlative adjectives (mejor, peor, menor, mayor)
- the suffix –ísimo
- ordinal numbers up to 10<sup>th</sup> and above
- cardinal numbers above 100
- long form possessive adjectives
- interrogative words
- comparisons
- the suffix –mente
- preterite verbs ending in –car, -zar, -gar
- irregular verbs in the preterite
- imperfect tense verbs
- compound prepositions (antes de, cerca de, debajo de, etc.) with infinitives
- simple prepositions (sin, con, desde, durante, entre, menos)
- prepositional pronouns (conmigo, contigo, por and para)
- verb phrases where the direct verb is conjugated (*then there may be a preposition*) followed by an infinitive (acabar de, necesitar, deber, aprender a, tratar de)

**Course Description:**

Spanish II furthers the study of grammar, vocabulary and an understanding of the Hispanic culture. Speaking, writing, reading, and listening skills are further developed in all three communication modes: interpersonal, interpretive, and presentational.

**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 II****Spanish Level II Topics:**

- expand and deepen level I topics
- home life
- student life
- leisure time
- vacation and travel
- when I was young
- technology and the world of work

**Spanish Level I Topics:**

- alphabet and phonetic awareness
- day, date, and time
- name and age
- place of origin, residence, and destination
- feelings and emotions
- location of objects and activities
- opinions and preferences, including likes and dislikes
- physical and personality description
- weather and seasons
- weekend and vacation plans
- school and home obligations
- family members and 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 more than one strategy to keep conversation going?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I present detailed information and opinions with support 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"> <li>Superior completion of the task;</li> <li>Ideas well developed and well organized</li> <li>Clear awareness of audience and purpose</li> <li>Above average word count</li> </ul>	<ul style="list-style-type: none"> <li>Text readily comprehensible, requiring no interpretation on the part of the reader</li> <li>Easily understood by a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph length discourse</li> <li>variety of cohesive devices</li> <li>Successfully uses more sophisticated, varied sentence patterns</li> <li>Correct in their usage</li> </ul>	<ul style="list-style-type: none"> <li>Rich use of vocabulary</li> <li>Some idiomatic expressions</li> <li>Vivid language</li> <li>May use figurative language and imagery</li> </ul>	<ul style="list-style-type: none"> <li>Control of basic language structures</li> <li>occasional correct use of advanced language structures</li> <li>Very few or no mechanical errors relative to the length or complexity</li> </ul>
5	<ul style="list-style-type: none"> <li>Advanced completion of the task</li> <li>Clear awareness of audience and purpose</li> <li>Above average word count</li> </ul>	<ul style="list-style-type: none"> <li>Text comprehensible</li> <li>Logical order (sequenced)</li> <li>Subtle transitions</li> <li>Provides closure</li> <li>Understood by a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>Few errors in structure or usage</li> <li>Moderately successful in using more sophisticated sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Effective vocabulary</li> <li>Generally successful in using rich language</li> </ul>	<ul style="list-style-type: none"> <li>Control of basic language structures</li> <li>attempts at use of advanced language structures</li> <li>Few mechanical errors relative to length or complexity</li> </ul>
4	<ul style="list-style-type: none"> <li>Completion of the task</li> <li>ideas adequately developed</li> <li>Awareness of audience and purpose</li> <li>average word count</li> </ul>	<ul style="list-style-type: none"> <li>Text comprehensible, requiring minimal interpretation on the part of the reader</li> <li>Minor lapses in order or structure (some breaks in sequencing)</li> <li>Contrived transitions</li> <li>Provides closure</li> <li>Understood by a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>Emerging paragraph length discourse; variety of cohesive devices</li> <li>Attempts to use more sophisticated sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable and accurate</li> <li>use of vocabulary for this level</li> <li>Attempts to use rich language</li> </ul>	<ul style="list-style-type: none"> <li>Control of basic language structures</li> <li>Some mechanical errors that do not interfere with communication</li> </ul>
3	<ul style="list-style-type: none"> <li>Partial completion of the task</li> <li>ideas somewhat developed</li> <li>Some awareness of audience and purpose</li> <li>Repetitive or too general</li> <li>below average word count</li> </ul>	<ul style="list-style-type: none"> <li>Text mostly comprehensible, requiring interpretation on the part of the reader</li> <li>Poor transitions</li> <li>Random sequencing</li> <li>Attempts closure</li> <li>Shift in focus</li> <li>Understood by a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>Variety of discreet sentences</li> <li>some cohesive devices</li> <li>Errors in structure or usage interfere with meaning</li> <li>Over-reliance on simple or repetitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat inadequate and/or inaccurate use of vocabulary</li> <li>Vocabulary too basic for this level</li> </ul>	<ul style="list-style-type: none"> <li>Emerging control of basic language structures</li> <li>Some mechanical errors that do interfere with communication</li> </ul>
2	<ul style="list-style-type: none"> <li>Minimal completion of the task</li> <li>Content underdeveloped</li> <li>Poor awareness of audience or purpose</li> <li>Ideas and details are not clear</li> <li>below average word count</li> </ul>	<ul style="list-style-type: none"> <li>Text barely comprehensible</li> <li>Thought patterns are difficult to follow</li> <li>Ideas are not clear or sequenced</li> <li>Resembles free-writing, rambling</li> <li>No closure attempts</li> <li>Barely understood by a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>lists of discrete sentences</li> <li>some repetition</li> <li>few cohesive devices</li> <li>No sentence variety</li> <li>Serious errors in structure or usage</li> <li>Too brief to demonstrate variety</li> </ul>	<ul style="list-style-type: none"> <li>Simplistic vocabulary with inappropriate and/or incorrect word choice</li> </ul>	<ul style="list-style-type: none"> <li>Emerging use of basic language structures</li> <li>Noticeable mechanical errors that interfere with communication.</li> </ul>
1	<ul style="list-style-type: none"> <li>Not developed</li> <li>Restates topic</li> <li>No awareness of audience or purpose</li> <li>Inappropriate response</li> <li>Too brief to show development</li> </ul>	<ul style="list-style-type: none"> <li>Text incomprehensible</li> <li>So short or muddled that it lacks organization or focus</li> <li>too brief to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>extremely repetitive</li> <li>no cohesive devices</li> <li>too brief to evaluate</li> <li>Riddled with errors in sentence structure at the sentence level</li> </ul>	<ul style="list-style-type: none"> <li>Extremely limited vocabulary</li> <li>Inadequate and or/inaccurate use of vocabulary</li> <li>Riddled with errors in word choice</li> <li>Too brief to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Complete lack of basic language structures</li> <li>Mechanical errors that seriously interfere with communication</li> <li>too brief to evaluate</li> </ul>