SPANISH 2030: (Students are expected to attain an *Intermediate-High* proficiency level.) \*

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| Proficiencies\*\* | Proficiencies continued: | Possible Contextual Areas of Study, including Culture\*\*\* |
| **Interpretive Listening:*** *Student can understand the main points and most details in conversations, presentations, and messages on familiar topics. Student can understand the main idea and some details in some unfamiliar topics.*

**Interpretative Reading:*** *Student can understand the main idea and many details in different types of texts that contain unfamiliar vocabulary such as when reading for enjoyment, reading for information, and reading fictional narratives.*

**Presentational Speaking:*** *Student can present information on familiar topics with clarity and detail (can describe personal experiences and interests), can present his/her viewpoint on an issue and support his/her opinions, provide information on academic and work topics, describe past, present, and future events.*

**Presentational Writing:*** *Student can write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs, including personal communications, giving personal viewpoint with supporting reasons, reports, descriptions or narratives in the present, past, and future.*
 | **Interpersonal Communication:*** *Student can state and support many of his/her views and take an active part in discussions. Student can handle some complicated situations on familiar topics.*
* *Student can express degrees of emotion and respond appropriately to the emotions of others, exchange detailed information related to areas of mutual interest, ask for, follow, and give directions in some complicated situations, express and support my opinions and make recommendations on a variety of topics in culturally appropriate ways.*
 | * Contemporary Issues (Current events,

Economics, Culture, Literature, Science, Social Science, History, etc.) * everyday life, study-, or work-related topics
* familiar topics presented through media
* discussions and interviews on unfamiliar topics
* Health
* Holidays/Celebrations
* Occupations/Professions
* Transportation
* Travel/Vacations
* The Arts
* Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
* Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
* Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
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| Grammar (review and expansion)* Tenses and moods, structures and syntax, as well as vocabulary, as required to perform at the identified proficiency level
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\* See **BYU’s Spanish** Courses’ page [***http://spanport.byu.edu/spanish/courses/***](http://spanport.byu.edu/spanish/courses/) in order to see how their second year courses align with the ACTFL Proficiency Standards

\*\*See **Linguafolio’s Can Do Statements**: [***http://casls.uoregon.edu/pages/tools/linguafolio.php***](http://casls.uoregon.edu/pages/tools/linguafolio.php)

*\*\*\*See the* **New Jersey World Languages Standards, Intermediate High***:* [***http://www.state.nj.us/education/cccs/standards/7/7-1-IH.htm***](http://www.state.nj.us/education/cccs/standards/7/7-1-IH.htm)