

Global Languages

Spanish Intermediate Mid

The Intermediate Level emphasizes language proficiency as students develop more fully their ability to communicate, create, and problem-solve in the target language through the use of a wide variety of materials. Proficiency further develops as students deepen and broaden their treatment of personal and cultural topics through regular use of print media, cassettes, CDs, and videos, and as they discuss and write about what they have heard and read. Instruction continues to focus on the use of authentic materials, but also includes dialogs, short stories, and brief literary works. Students expand their study of basic target language vocabulary and culture. The study of contextualized grammar continues at this level to support the increasing demands of students' more sophisticated knowledge and skills. Interactive computer opportunities enable direct contact to the target language and culture both inside and outside the classroom.

Communication

Skills

Listening

- Follow multistep commands and directions.
- Infer meaning from various authentic texts.
- Interpret a speaker's purpose in oral presentation.
- Understand and identify main ideas and details of selected authentic narratives and conversations from textbooks and other media sources on familiar topics.
- Understand questions about personal information and other familiar topics.
- Use information acquired from target language sources to make everyday decisions (e.g., using authentic advertising to make purchasing decisions).

Speaking

- Ask appropriate questions to gather information.
- Carry on conversations on familiar topics (family relationships, school, activities).
- Compare, contrast, and express opinions and preferences about information on a variety of topics.
- Express and justify needs, wants, and opinions in relevant detail.
- Express appropriate emotions and feelings in response to what others say.
- Give commands and offer advice.
- Give extended response to questions on familiar topics.
- Provide descriptions of events and personal experiences.
- Provide personal information about oneself and others.
- Use appropriate register and level of formality.

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Reading

- Follow written instructions and directions.
- Infer meaning from various authentic texts.
- Predict the outcome of a story from different authentic resources.
- Understand and identify main ideas and details from selected authentic narratives and texts from textbooks and other media sources on familiar concepts and related topics.
- Use information acquired from target language sources to make everyday decisions (e.g., using brochures or a website to make an informed decision).

Writing

- Compose original poems, role-plays, conversations, and stories.
- Create and exchange written communications and messages such as letters, notes and e-mails.
- Express and justify needs, wants, and opinions in relevant detail.
- Give commands, offer advice, and pose questions.
- Interpret a writer's purpose in written expression.
- Predict the outcome or provide an alternative ending of a story from authentic resources.
- Produce formal written communications (e.g., invitations, letters).
- Summarize main ideas.
- Tell an original story using narration, description, and detail.
- Write paragraphs and essays on various topics.

Vocabulary and Structure

- Consistently apply grammatical concepts (e.g., the concept of gender, word order, verb forms and tenses, agreement).
- Develop and refine intonation and pronunciation.
- Learn more sophisticated vocabulary, phrases and idiomatic expressions.
- Use the language creatively, with variety, and with ease.

Content

Grammatical Structure

- Demonstrate a control of adjective agreement and the position of adjectives.
- Demonstrate a control of comparisons.
- Demonstrate a control of formal and informal commands with reflexive verbs.
- Demonstrate a control of future tenses.
- Demonstrate a control of object pronouns / placement.
- Demonstrate a control of ordinal numbers (1-10) and cardinal numbers (1 - 1.000.000).

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- Demonstrate a control of past tense of regular verbs and irregular verbs such as *ir, ser, hacer, dormir, salir, llegar, decir, and poner*.
- Demonstrate a control of present perfect tense.
- Demonstrate a control of present subjunctive tense.
- Demonstrate a control of present tense of regular and stem-changing verbs.
- Demonstrate a control of reflexive verbs / pronouns (present, past, and future).
- Demonstrate a control of *saber / conocer*.
- Demonstrate a control of telling time (official and conversational).
- Discuss physical and mental health.
- Express certainty and uncertainty.
- Talk about daily routine in present, past and future tenses. Tell what the student and others generally do/did/will do. Include morning, afternoon, and evening activities.
- Talk about environmental issues and changes needed for the future.
- Talk about future events. Describe what one will do this weekend, summer vacation, etc.
- Talk about habitual past actions, things one used to do, etc.
- Talk about ideals.
- Talk about past events. Describe a weekend, vacation, etc.
- Talk about relationships.
- Tell about yourself, family and friends using adjectives to describe physical and personality characteristics.

Communities

Careers

- ◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Participate in activities with community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language to work with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).

Personal Enrichment

- ◇ Develop ability to understand and use the target language and pursue individual interests through the target language (e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.

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Reaching Others

- ◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring, mentoring younger students and assisting others. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and participate in exchange opportunities; and establish connections and communications with the target culture through travel, exchange programs and people in the community.

Comparisons

Cultural Comparisons

- Analyze and discuss how various events are/were covered in the media of both the target culture and the United States.
- Analyze similarities and differences between the political systems of the target and home cultures.
- Compare common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture.
- Compare major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion) with those from the student's own culture.
- Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture.
- Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture.
- Compare themes and characters in age appropriate literature from the target culture with those of the home culture.
- Compare typical daily activities and routines of members of the target language community (e.g., school, home, leisure) with those from the student's own culture.
- Compare ways people in the home and target cultures express universal themes (e.g., happiness, sorrow, humor, birth, death).
- Compare well-known, contemporary people from the target culture (e.g., athletes, artists) with those from the student's own culture.
- Examine the influences of target cultures on the home culture and vice versa (e.g., salsa overtaking catsup as the #1 condiment in the U.S.).

Linguistic Comparisons

- Compare and contrast how words are interrelated across languages.
- Compare and contrast word order in English and the target language.

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- Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement).
- Compare how various linguistic elements are expressed in the target language and in English (e.g., subjunctive, idiomatic expressions, use/nonuse of pronouns).
- Compare sound and writing systems of the target language with the student's own.
- Compare the elements of time and tense of the target language with similar linguistic elements in English.
- Identify and use appropriately familiar/formal forms of language.
- Identify and use cognates and loan words to derive meaning from oral and written texts.
- Identify and use idiomatic expressions to derive meaning from oral and written texts.

Connections

- ◇ Explore a variety of topics in other disciplines such as:
 - Social Studies/ Citizenship: Identifying & exploring information on selected target language countries and their peoples; labeling maps and identifying land forms, discussing the environment, analyzing current and historical events; discussing global issues (disease, poverty, world conflicts).
 - Arts and Literature: Learning about music, literature, film, cuisine, visual arts, dance.
 - Math: Converting currency, classifying data, organizing and analyzing information, graphing.
 - Science: Learning about the weather and the solar system; developing awareness of environmental issues.
 - Technology: Communicating through e-mail, using various forms of multimedia to practice the language and to present information, using the web for collecting information).
 - Reading/Language Arts: Reading historical and contemporary literature (such as short stories, novels and poems); using print media (such as the internet, periodicals and brochures/pamphlets) to learn about current events; using information to interpret, discuss, and respond to a wide variety of topics; learning reading strategies which can be applied in the classroom and across the entire curriculum.
 - Health/Fitness: Healthy eating habits, exercise (sports, games, dance); healthy lifestyle, (awareness of substance abuse); stress management.
 - Life Skills: Exploring career choices, discussing personal and household responsibilities, discussing character traits (such as trustworthiness, responsibility, caring); describing relationships (with family, friends, and peers); interpreting and following recipes.

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Cultures

- Analyze how people in the target culture view the role of the United States in the world arena.
- Analyze social and geographic factors which affect cultural practices.
- Compare and contrast regionalisms in the target language and culture.
- Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles).
- Explain and discuss aspects of the target culture which may be misunderstood by non-natives (e.g., customs, lifestyles, values).
- Explore typical daily activities, routines, and patterns of behavior of members of the target language community (e.g., school, home, leisure).
- Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations).
- Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members).
- Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion).
- Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles).
- Identify well-known, contemporary people from the target culture (e.g., athletes, artists).
- Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).