

Bemidji Area Schools World Language Objectives Spanish III

Special emphasis is given to use of the subjunctive mood and extensive use of idiomatic expressions. The student learns to read more difficult prose.

Standard	Benchmarks
Standards Goal One: Communicate in Languages Other Than English	
1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Students are able to:
	a. Express basic needs, basic courtesies.
	b. Express state of being, likes and dislikes, agreement and disagreement.
	c. Respond to one-on-one interactions.
	d. Ask and answer simple questions.
1.2 Students understand and interpret written and spoken language on a variety of topics.	e. Make and respond to simple requests.
	Students are able to:
	a. Respond appropriately to directions, instructions and commands.
	b. Make an identification based on simple oral and/or written descriptors.
	c. Understand and respond to developmentally appropriate material.
	d. Respond to speech of peers and familiar adults on a given topic.
	e. Identify aural, visual and context clues.
f. Comprehend and respond to simple personal written communications; such as, notes, invitations and letters.	
1.3 Students convey information, concepts and ideas to listeners and readers for a variety of purposes.	g. Identify main ideas and key words in oral and written material.
	Students are able to:
	a. Give directions, commands and instructions.
	b. Give directions orally and in writing using simple phrases.
	c. Write a personal communication such as a note, letter or invitation.
Standard Goal Two: Gain Knowledge and Understanding of Other Cultures	d. Summarize main idea of selected and/or contextualized material.
	e. Present prepared material to audience.
	2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
	Students are able to:
	a. Identify and react to cultural perspectives and practices in the culture studied.
	b. Recognize and interpret language and behaviors that are appropriate to the target culture.
	c. Identify some commonly held generalizations about the culture studied
	d. Identify social and geographical factors that affect cultural practices.
	e. Identify common words, phrase and idioms that reflect the culture.

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2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.	Students are able to: a. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied: such as art, literature, music, dance, etc.
	b. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied.
	c. Identify expressive forms of the target culture; including objects, images, and symbols of the target culture.
	d. Recognize the contributions of the target culture.
	e. Identify the products of the target country/countries.
Standard Goal Three: Connect with Other disciplines and Acquire Information	
3.1 Students reinforce and further knowledge of other disciplines through foreign languages.	Students are able to: a. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines.
	b. Identify through foreign language resources, information for use in other disciplines.
3.2 Students acquire information and perspectives through authentic materials in the foreign language and within cultures.	Students are able to:
	a. Extract information from sources intended for native speakers of the language. b. Use authentic sources to identify the perspectives of the target culture.
Standard Goal Four: Develop Insight into the Nature of Language and Culture	
4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	Students are able to:
	a. Identify the sound patterns of the target language and compare them to the student's own language.
	b. Identify the structural patterns of the target language and compare them to the student's own language.
	c. Identify the idiomatic expressions of the language.
d. Identify connections among languages.	
4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.	Students are able to:
	a. Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
	b. Identify similar and different behavior patterns between the target culture(s) and the student's own culture.
c. Identify the contributions of the target culture(s) to the student's own culture.	

Standard	Benchmarks
	d. Identify expressive and utilitarian forms of the target culture(s).
Standard Goal Five: Participate in Multilingual Communities at Home and Around the World	
5.1 Students use the language both within and beyond the school setting for a variety of purposes	Students are able to:
	a. Identify the target language in the student's daily life.
	b. Share knowledge of target language with others.
	c. Locate connections with the target culture through the use of technology, media, and authentic sources.
	e. Locate resources in the community to research the target culture(s).