

Spanish 302 - Conversation /Composition II

Wisconsin Content Standards

APPENDIX C

All professional education content courses leading to certification shall include teaching and assessment of the Wisconsin Content Standards in the content area.

In this column, list the Wisconsin Content Standards that are included in this course. The Standards for each content area are found in the Wisconsin Content Standards document.	In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.
<p>1. Interpersonal communication including:</p> <ul style="list-style-type: none"> • Minimum oral proficiency at a level equal to Novice-Mid on the ACTFL Proficiency Scale. 	<p>Oral exams, oral presentations, other graded oral exercises.</p>
<p>2. Interpretive communication:</p> <ul style="list-style-type: none"> • Knowledge of roots and affixes, word family analysis/etymology, and sociocultural requirements applied to a variety of text formats. • Processes for learning to read and listen to Spanish with understanding. 	<p>Oral and written exams, compositions, oral presentations.</p>
<p>3. Presentational communication:</p> <ul style="list-style-type: none"> • Demonstration of grammatical accuracy in oral and written expression of Spanish. 	<p>Oral and written tests, graded skits, oral participation in class, compositions.</p>
<p>4. Cultural practices and perspectives:</p> <ul style="list-style-type: none"> • Daily living patterns, societal structures, institutions, and value systems of a variety of countries that speak the language being studied. • Cultural practices such as religious celebrations, historical events, and rites of passage of a variety of countries that speak the language being studied. 	<p>Longer compositions on cultural topics; sections on written exams to test understanding of extensive cultural readings, films, etc.</p>
<p>5. Cultural products and perspectives:</p> <ul style="list-style-type: none"> • Historical, geographical, political, socioeconomic, literary, and artistic features of Hispanic cultures. • The role and significance of other cultures on other cultures (today and in the past). 	<p>Longer compositions on cultural topics; sections on written exams to test understanding of extensive cultural readings, films, etc.</p>

<p>7. Language connections to add perspectives:</p> <ul style="list-style-type: none"> • Information about and perspectives from the target cultures that can be related to different subject areas in the school curriculum. 	<p>Readings, compositions and discussions encouraging links between subject areas such as politics, the environment, music, science, etc.</p>
<p>8. Language comparisons including second-language analysis (vocabulary, sound systems, and structures) with comparisons and contrasts to English.</p> <ul style="list-style-type: none"> • Second language acquisition theory and research, including implications for the language classroom. 	<p>Quizzes on cognates, adjective patterns, and basic comparative linguistics.</p> <p>Oral and written tests.</p>
<p>9. Cultural comparisons including:</p> <ul style="list-style-type: none"> • Historical, geographical, political, socio-economic, literary, and artistic features of a culture. 	<p>Compositions, written tests, intensive and extensive readings with quizzes, written homework assignments.</p>