### SPANISH 102

**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.

<table>
<thead>
<tr>
<th>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.</th>
<th>In this column, indicate the nature of the performance assessments used in this course to evaluate student proficiency in each standard.</th>
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</table>
| 1. Interpersonal communication:  
  • Strategies for initiating, maintaining, extending, and advancing conversation.  
  • Strategies to check for understanding and to ask for clarification | Introduction of mini-conversations for every-day situations; idiomatic expressions; conversational group work. Students demonstrate knowledge of these items in written tests throughout the semester. |
| 2. Interpretive communication:  
  • 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. | The various grammatical units cover this on a daily basis. Relationships between verbs and nouns, adjectives and adverbs are examined and cognates are introduced. Every chapter starts with a dialogue that is also available on audiotape. At the end of each unit the students are tested on all or parts of the dialogue. |
| 3. Presentational communication:  
  • Demonstration of grammatical accuracy in oral and written expression of Spanish.  
  • Demonstration of accurate pronunciation in oral expressions and of sufficient knowledge to help students improve their pronunciation.  
  • Adapting oral and written presentational styles to one’s audience and purposes, ranging from the formal to the informal | Biweekly written exams on all materials presented. Students perform frequent oral work (either in-groups or individually) in the target language. The success of the assigned project depends directly on the accurate pronunciation of the speakers. |
| 4. Cultural practices and perspectives:  
  • 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 | In addition to grammatical exercises, each chapter of the book presents cultural information that is tied to the new vocabulary. This is often done in the target language. The instructor provides additional cultural material as she sees fit. Students demonstrate knowledge of these items in written tests throughout the semester. |
passage of a variety of countries that speak the language being studied.

| 5. Cultural products and perspectives:          | These are also integrated throughout each chapter, either within the given grammatical exercises and/or through cultural activities/exercises. |
|                                               | • Historical, geographical, political, socioeconomic, literary, and artistic features of a culture. |