Wisconsin Content Standards APPENDIX C

**Spanish Phonetics 350**

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>
</tr>
</thead>
</table>
| 2. Interpretive communication including:  
  • Knowledge of roots and affixes, word family analysis etymology, and sociocultural requirements applied to variety of text formats.  
  • Processes for learning to read and listen with understanding. | • Concepts like morpheme, allophone, phoneme, grapheme, cognates and language families are introduced and tested in written tests throughout the semester and in final exam. |
| 3. Presentational communication including:  
  • Demonstration of grammatical accuracy in oral expression.  
  • Demonstration of accurate pronunciation in oral expression and sufficient knowledge to help students improve their pronunciation. | • Students learn to differentiate between phonemes and are tested in quizzes and final exam.  
  • In every class session students read out loud first individual phonemes, then words and gradually progressing to larger units like words and entire paragraphs. This is done on a one to one basis and in small groups. At the end of the semester students’ pronunciation is tested by reading a paragraph of their choice. They must especially master sounds that are non existent in the English language like  
  \[/y/, /\ø/, /oe/ R/\]. |
| 8. Language comparisons including:  
  • Second language analysis (vocabulary, sound systems, and structures) with comparisons and contrast to English.  
  • Second language acquisition theory and research, including implications for the language classroom. | • Students demonstrate in class how to use the articulatory organs in such a way as is necessary to produce a Spanish and not an English sound. Oral quizzes and final exam test students’ success. Students read preliminary chapter in textbook and demonstrate knowledge of this and of teacher’s lecture on the subject in written test. |