

Spanish

Standard 1: Interpretive Communication (IT) -
Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. **WL.IT**

- 1.a** 1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. **1.A**

- 1.b** 1.b Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. **1.B**

- 1.c** 1.c. Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts. **1.C**

Standard 2:
Interpersonal Communication (IP)-
Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. **WL.IP**

- 2.a** 2.a Students exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. **2.A**

- 2.b** 2.b Students meet their needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. **2.B**

- 2.c** 2.c. Students express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions. **2.C**

Standard 3:
Presentational Communication (PS)-
Students use the target language, and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader

- 3.a** 3.a Students present information, and ideas in linguistically and culturally responsive ways to describe their lives, experiences and events. **3.A**

- 3.b** 3.b Students present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion or persuasive argument. **3.B**

- 3.c** 3.c. Students present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain. **3.C**

communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment. [WL.PS](#)

Standard 4: Intercultural Communication (IC)- Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices and perspectives of diverse and dynamic cultures within their local and global communities. [WL.IC](#)

4.a 4.a Students use, and improve their linguistic and cultural skills to investigate, explain, and reflect on the relationship between cultural products and perspectives. [4.A](#)

4.b 4.b Students use and improve their linguistic and cultural skills to investigate, explain, and reflect on the relationship between cultural practices and perspectives. [4.B](#)

4.c 4.c Students use the language to interact with members of their local and global community in linguistically and culturally responsive ways. [4.C](#)

4.d 4.d Students use culturally appropriate behaviors as they interact with members of their local and global communities. [4.D](#)

Standard 5: Global Competence and Community Engagement (GCE)- Students use the target language, and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities. [WL.GCE](#)

5.a 5.a Students use and improve their language skills and cultural knowledge to examine, compare, and draw conclusions about local and global issues and events. [5.A](#)

5.b 5.b Students use, and improve their language skills and cultural knowledge as they examine and integrate diverse perspectives and worldviews. [5.B](#)

5.c 5.c Students use, and improve their language skills and cultural knowledge as they interact, and exchange ideas across boundaries of language, culture, and identity. [5.C](#)

5.d 5.d Students use and improve their language skills and cultural knowledge as they engage with others to improve conditions toward sustainable development and collective well-being. [5.D](#)

5.e 5.e Students set goals, and reflect on their use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community. [5.E](#)