

Nevada Foreign Language Standards

EMC Publishing's *Navegando 1, 2, 3*

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> • Talk and write about activities of daily life using memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. pp. 159, 207, 241, 249, 286 • Give and follow simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate. pp. 6, 55, 235, 240, 241 • Recognize commonly used verbs and phrases in discussions about past and future events. pp. 335, 353, 373, 380, 393 • Participate in structured conversations on various topics, including state of being and feelings. pp. 150, 151, 240, 241, 249 • Make simple oral and written requests. pp. 55, 240, 241, 324, 325 • Tell and write a simple narrative about a personal experience or event in the present tense. pp. 207, 220, 295, 312, 341 • Restate in the present tense, with assistance, what another person has said. pp. 70, 99, 123, 159, 171 • Demonstrate accuracy in the imitation of modeled words. pp. 13, 14, 15, 19, 27 • Demonstrate occasional creativity in the production of language. pp. 141, 197, 220, 241, 286 • Ask and respond to basic questions. pp. 141, 143, 159, 197, 241 • Use appropriate expressions and gestures of courtesy. pp. 27, 29, 79, 235, 241 	<ul style="list-style-type: none"> • Ask and respond to a variety of questions concerning activities of daily life. pp. 11, 19, 57, 65, 85, 100 • Give and follow oral or written directions, instructions and commands. pp. 76, 105, 113, 117, 136 • Use various verbs and phrases to discuss and write about past and future events. pp. 13, 17, 31, 57, 65 • Participate in conversations on various topics by expressing opinions and emotions. pp. 247, 279, 289, 319, 411 • Make requests for goods and services in public places. pp. 241, 359, 365, 373 • Tell or write effectively a narrative about a personal experience or event. pp. 13, 92, 169, 221, 319 • Restate an event or an account of an event in various tenses. pp. 13, 169, 181, 211, 308 • Apply standard rules of usage and grammar. pp. 26, 39, 127, 169, 211 • Speak in a manner that is comprehensible to speakers of the foreign language. pp. 164, 319, 343, 357, 365 • Demonstrate creativity in the production of language. pp. 77, 233, 279, 289, 319 	<ul style="list-style-type: none"> • Respond effectively to factual and interpretive questions. pp. 29, 37, 57, 118, 157 • Use increasingly complex verb tenses and forms. pp. 77, 136, 227, 316, 343 • Interact in increasingly complex situations. pp. 12, 29, 44, 77, 127 • Analyze and discuss competently personal reactions to selected materials. pp. 10, 37, 343, 357, 383 • Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. pp. 65, 177, 325, 349, 411 • Apply effectively strategies for questions, paraphrasing, circumlocution and self-correction. pp. 7, 12, 44, 75, 127 • Demonstrate adequately patterns of pronunciation and intonation. pp. 43, 249, 297, 357, 467 • Express appropriately opinions and emotions. pp. 37, 57, 157, 259, 277 • Determine meaning by using contextual cues. pp. 54, 101, 297, 368, 462 • Demonstrate creativity in the production of language. pp. 10, 57, 65, 77, 127

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Recognize a sound with its corresponding letter or symbol. pp. 9, 53, 94, 128, 239 Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. pp. 9, 25, 26, 57, 107 Read and comprehend phrases, short sentences, brief written directions and simple narratives. pp. 27, 51, 83, 107, 115 Write numbers, dates, times, and other basic thematic vocabulary. pp. 9, 57, 96, 129, 176 Use familiar thematic words and phrases by performing skits, puppet shows or dialogues. pp. 49, 57, 67, 95, 99 	<ul style="list-style-type: none"> Read selected materials with a certain degree of fluency, accuracy, intonation and expression. pp. 19, 191, 292-93, 343, 391 Use background knowledge to comprehend narratives, personal correspondence and other contextualized print. pp. 42, 64, 84, 90, 136 Paraphrase or express main ideas of written and spoken material. pp. 13, 85, 168, 221, 247 	<ul style="list-style-type: none"> Advance from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills. pp. 43, 45, 93, 138, 396 Comprehend increasingly complex vocabulary. pp. 43, 77, 126, 140-43, 329 Understand and paraphrase increasingly complex spoken and written material. pp. 39, 43, 45, 95, 157 Obtain and analyze information from original materials by using background knowledge and contextual cues. pp. 13, 39, 45, 68, 368

Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Perform skits, puppet shows or dialogues with limited vocabulary. pp. 123, 189, 241, 347, 390 	<ul style="list-style-type: none"> Create and present stories or brief written reports on various topics. pp. 5, 390, 436, 437, 451 Recite selected forms of literature or sing songs. p. 451 Engage in debate on various topics. 	<ul style="list-style-type: none"> Compose and present an original report on a topic of interest. pp. 44, 79, 94, 144, 237 Play roles in various situations. pp. 21, 77, 127, 136, 157 Give presentations on current events and cultural topics using appropriate expressions and intonation. pp. 95, 117, 126, 145, 237

Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> • Identify the manner in which persons in the culture celebrate important traditions, events and holidays. pp. 216, 221, 237, 242, 354 • Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. pp. 118, 127, 167, 221, 242 • Identify the important persons, holidays, geography and history of the culture. pp. 46, 113, 124, 157, 211 	<ul style="list-style-type: none"> • Explain the value systems and routines of daily life of the culture. pp. 35, 63, 93, 109, 215 • Identify important geographical features, historical events, and political structures of the culture. pp. 101, 123, 138, 141, 423 • Use appropriate verbal and nonverbal behavior in various situations. pp. 19, 76, 87, 105, 417 • Experience entertainment of the culture. pp. 312, 313, 333, 351, 361 • Identify important persons in entertainment and the arts of the culture. pp. 68, 73, 101, 142, 412 	<ul style="list-style-type: none"> • Analyze the manner in which history influences the present. pp. 61, 133, 145, 153, 260 • Adjust communication to the situation and audience. pp. 77, 79, 107, 127, 227 • Identify important persons in entertainment and the arts in the culture and recognize their achievements and contributions. pp. 5, 31, 44-45, 68, 396

Standard 5: Students understand the relationship between the products and perspectives of the culture studied.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> • Recognize the messages in highly contextualized materials, including signs and posters. pp. 57, 66, 71, 107, 218 • Identify certain artistic achievements and contributions of the culture. pp. 93, 113, 12, 384, 419 • Recognize certain unique products of the culture. pp. 119, 167, 237, 288, 341 	<ul style="list-style-type: none"> • Discuss the artistic contributions of the culture. pp. 101, 118, 265, 340, 366 • Describe certain unique products of the culture. pp. 215, 222, 237, 242, 437 • Identify the perspectives of the culture that are manifested in its commercial advertisements. pp. 103, 111, 136, 140-41, 244-45 • Understand messages conveyed in the media. pp. 300, 305, 322, 446 	<ul style="list-style-type: none"> • Analyze the important contributions of the culture. pp. 95, 133, 153, 161, 189 • Correlate major historical events, literary works and other art forms to cultural practices. pp. 133, 210, 215, 291, 429

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Read, write and discuss in the foreign language familiar topics studied in other courses. pp. 177, 301, 336, 341, 367 	<ul style="list-style-type: none"> Comprehend short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses. pp. 20, 101, 140-41, 163, 222 Present oral and written reports in the foreign language on topics studied in other courses. pp. 5, 15, 45, 81, 131 	<ul style="list-style-type: none"> Present increasingly complex oral and written reports in the foreign language concerning topics studied in other courses. pp. 45, 95, 145, 189, 237 Discuss brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses. pp. 39, 68, 83, 200, 283

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
		<ul style="list-style-type: none"> Describe the cultural differences and their distinctive viewpoints. pp. 67, 95, 138, 189, 237 Prepare reports using sources in the foreign language. pp. 45, 331, 373, 421, 467

Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Recognize cognates, adopted words and expressions, and word families. pp. 13, 14, 15, 34, 64, 238 Demonstrate that languages have important sound distinctions that must be mastered to communicate meaning. pp. 246, 257 Analyze and compare the writing systems of both languages. pp. 6, 19, 294, 322, 330 Compare and use language patterns and grammatical functions. pp. 21, 52, 61, 94, 286 	<ul style="list-style-type: none"> Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. pp. 64, 74, 77, 82, 238-39 Demonstrate that languages have important distinctions in sounds that must be mastered to communicate meaning. pp. 36, 152-53, 206, 218 	<ul style="list-style-type: none"> Use complex idiomatic expressions and language structures. pp. 77, 157, 317, 343, 385 Identify dialects from different regions, cultures, and contexts. pp. 53, 153, 181, 278

Standard 9: Students understand cultural similarities and differences.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Understand the cultural differences and similarities between the culture studied and American culture. pp. 5, 43, 63, 85, 147 	<ul style="list-style-type: none"> Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture. pp. 53, 68, 73, 81, 101 	<ul style="list-style-type: none"> Analyze the perspectives of the culture studied as they are reflected in art and literature. pp. 22, 42-43, 68, 95, 138

Standard 10: Students use the language in and outside of school.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
<ul style="list-style-type: none"> Report about the use of the foreign language outside the classroom. pp. 43, 51, 85, 115, 313 	<ul style="list-style-type: none"> Correspond in the foreign language. pp. 87, 365, 444, 445, 459 	<ul style="list-style-type: none"> Interact with members of the pupil's community on various topics using the foreign language. pp. 10, 57, 79, 107, 136 Participate in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied. pp. 431, 438, 467

Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.

<p>By the end of first year of high school study, students know and are able to:</p>	<p>By the end of second year of high school study, students know and are able to do everything required in the previous year of study and:</p>	<p>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</p>
<ul style="list-style-type: none"> • Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that foreign language. pp. 107, 113, 185, 221, 413 	<ul style="list-style-type: none"> • Research and present information concerning traveling to and studying in a country where the foreign language is spoken. pp. 361, 381, 391, 427, 449 • Participate in a project to explore careers that require interaction in the foreign language. pp. 342, 343, 365, 406, 437 	<ul style="list-style-type: none"> • Prepare a project using various media concerning traveling and studying in a country where the foreign language is spoken. pp. 249, 268, 269, 282, 373