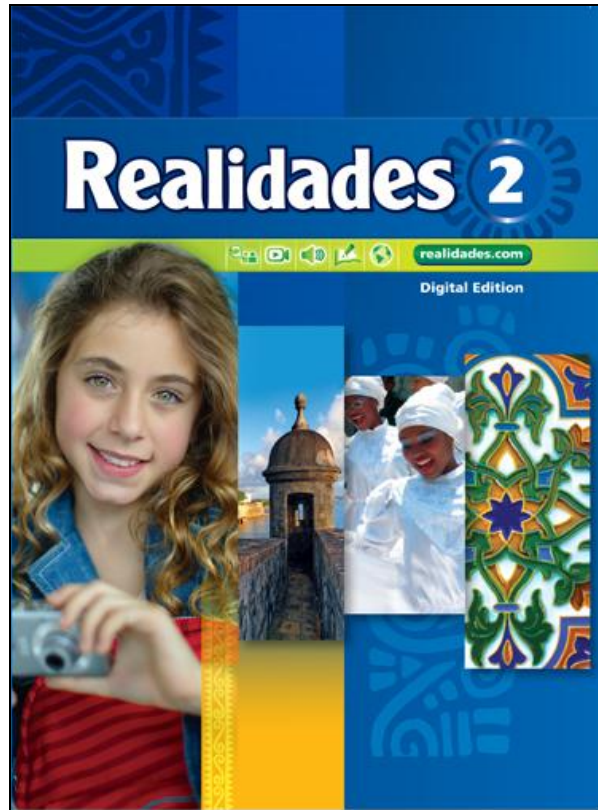


**A Correlation of**  
**Pearson**  
**Realidades**  
**Level 2, ©2014**



**To the**  
**Virginia Foreign Language**  
**Standards of Learning**

# **A Correlation of Realidades Level 2, ©2014 to the Virginia Foreign Language Standards of Learning**

## **Introduction**

This document demonstrates how **Realidades Level 2, ©2014** meets the Virginia Foreign Language Standards of Learning. Correlation page references are to the Student and Teacher's Editions.

**Realidades: Levels 1 through 4** is highly acclaimed and effectively used in Spanish classrooms around the world. Realidades develops the language proficiency, cultural understanding, and 21<sup>st</sup> Century Skills needed for success in today's global community.

**Realidades** works!

- Articulated sequence of instruction through Spanish 4
- Balanced approach that combines vocabulary, grammar, culture, and communication
- Print, hands-on, and digital resources to personalize and differentiate learning
- Thematic, critical-thinking approach to understanding culture
- Integrated 21<sup>st</sup> Century skills
- Digital solutions for the classroom, the lab, at home, or mobile

### **Upper Elementary/Middle School Spanish**

*Realidades A* and *B* provide the same content as *Realidades I* with photographs, and activities adapted for the younger learner. At the end of *Realidades B*, students are ready for a smooth transition into *Realidades 2*.

### **High School Spanish**

*Realidades 1- 4* gives teachers a wide range of tools and support to help all students develop Spanish proficiency and cultural understanding. The articulated sequence through Level 4 includes student-centered themes, performance based language tasks, differentiated resources, and engaging technology.

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<b>Virginia Foreign Language Standards of Learning</b>	<b>Realidades Level 2 ©2014</b>
<b>Spanish II</b>	
<b>Interpersonal Communication</b>	
SII.1 The student will exchange spoken and written information and ideas in Spanish.	
1. Give and follow basic instructions.	<b>SE/TE:</b> 164, 165, 169, 173, 355, 358, 367, 393, 416
2. Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.	<b>SE/TE:</b> 11, 32, 52, 59, 84, 108, 137, 141, 162, 197, 249, 276, 326, 381, 436, 461
SII.2 The student will initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.	
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.	<b>SE/TE:</b> 32, 52, 107, 109, 121, 149, 162, 197, 231, 249, 276, 326, 381, 436, 461
2. Use nonverbal communication and paraphrasing to convey and comprehend messages.	<b>SE/TE:</b> 18, 102, 104, 133, 170, 186, 212, 287, 367, 368, 369, 377, 416, 429, 455
<b>Interpretive Communication: Listening and Reading for Understanding</b>	
SII.3 The student will understand basic spoken and written Spanish presented through a variety of media in familiar contexts.	
1. Identify some details and key words when listening to, and reading in Spanish.	<b>SE/TE:</b> 34-35, 59, 83, 118-119, 122-123, 150-151, 160-161, 174-175, 202-203, 242-243, 282, 283, 336-337, 364-365, 390-391, 418-419, 468-469
2. Understand culturally authentic materials, such as announcements, messages, and advertisements in familiar contexts.	<b>SE/TE:</b> 11, 25, 34-35, 38-39, 59, 83, 90-91, 118-119, 122-123, 136, 253, 275, 282-283, 296-297, 404-405, 408, 433, 483
3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.	<b>SE/TE:</b> 83, 164, 174-175, 253, 355, 358, 366, 367, 408, 414, 416

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SII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.	
1. Differentiate among increasingly complex types of statements, questions, and exclamations.	<b>SE/TE:</b> 10, 136, 237, 242-243, 253, 268-270, 353, 412, 492
2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.	<b>SE/TE:</b> 48-49, 161, 170, 212, 296-297, 376, 416
<b>Presentational Communication: Speaking and Writing</b>	
SII.5 The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.	
1. Relate in some detail the main ideas from level-appropriate print or non-print authentic materials.	<b>SE/TE:</b> 34-35, 62-63, 104-105, 133, 146-147, 150-151, 174-175, 202-203, 310-311, 336-337, 390-391, 418-419
2. Present information, using structures that reflect present, past, and future time.	<b>SE/TE:</b> 37, 65, 93, 120, 121, 143, 149, 177, 197, 205, 231, 259, 285, 313, 333, 367, 393, 421, 445, 471
3. Demonstrate attention to accurate intonation and pronunciation.	<b>SE/TE:</b> 28-29, 93, 149, 205, 254, 259, 308, 313, 359, 421, 471
4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.	<b>SE/TE:</b> 37, 65, 120, 121, 177, 231, 285, 339, 393, 421, 445
SII.6 The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect Spanish cultures.	
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.	<b>SE/TE:</b> 11, 25, 149, 170, 205, 212, 259, 313, 376, 421
2. Communicate ideas in an organized manner, using appropriate visual and technological support.	<b>SE/TE:</b> 13, 149, 177, 205, 231, 259, 421

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<b>Cultural Perspectives, Practices, and Products</b>	
SII.7 The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.	
1. Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.	<b>SE/TE:</b> 63, 85, 148, 230, 350
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices, customs, and family dynamics.	<b>SE/TE:</b> 45, 93, 120, 125, 191, 217, 225, 230
3. Explore the influence of the geography and history of Spanish-speaking countries or regions, such as food, clothing, dwellings, transportation, language, music, and art.	<b>SE/TE:</b> 38-39, 63, 66-67, 169, 258, 278, 378, 381, 444
<b>Making Connections through Language</b>	
SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.	
1. Give examples of the influence of Spanish and Spanish-speaking cultures on other subject areas, such as the use of Spanish words in English or the contributions of important individuals from Spanish-speaking countries or regions.	<b>SE/TE:</b> 25, 39, 59, 67, 122-123, 223, 381
2. Compare information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economics and geography of Spanish-speaking countries or regions.	<b>SE/TE:</b> 95, 256-257, 258, 444

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<b>Virginia Foreign Language Standards of Learning</b>	<b>Realidades Level 2 ©2014</b>
<b>Linguistic and Cultural Comparisons</b>	
SII.9 The student will develop a deeper understanding of English and other languages through study of Spanish.	
1. Recognize critical sound distinctions and intonation patterns in Spanish and English and their effects on the communication of meaning.	<b>SE/TE:</b> 28, 29, 89, 192, 193, 254, 308, 359, 416, 459
2. Compare the diverse and unique aspects of vocabulary and structural patterns of Spanish and English.	<b>SE/TE:</b> 32, 60, 79, 81, 86, 221, 272, 327, 360, 383, 436
3. Compare the use of idiomatic expressions in Spanish and English.	<b>SE/TE:</b> 15, 32, 56, 86, 225, 291, 360
SII.10 The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking cultures studied and the United States.	
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.	<b>SE/TE:</b> 32, 120, 125, 191, 225, 226, 230, 352, 378, 381
2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, music, and art.	<b>SE/TE:</b> 39, 144, 176, 181, 258, 278, 381, 444, 494
<b>Interacting in School and Global Communities</b>	
SII.11 The student will apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.	
1. Explain aspects of Spanish cultures discovered through interaction with Spanish speakers, authentic media and technology.	<b>SE/TE:</b> 17, 55, 67, 121, 141, 147, 176, 277
2. Reinforce cultural knowledge through the use of Spanish-language resources, such as individuals and organizations in the community or accessible through technology.	<b>SE/TE:</b> 17, 36, 55, 57, 67, 95, 141, 176