



**World Languages Standard
Catalina Foothills School District
Middle School: Spanish for Heritage Learners
(MS-SHL)**

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of Heritage Language Learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for Spanish for Heritage Learners 1 is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. The targeted proficiency level by the end of Advanced Spanish for Heritage Learners is *Intermediate Mid to Advanced High/Superior* for speaking, writing, and reading, and *Intermediate High to Advanced High/Superior* for listening.

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.MS.SHL.1.1	Conveys and comprehends messages using effective strategies (<i>for example: circumlocution, body language, paraphrasing</i>).
WL.MS.SHL.1.2	Exchanges information on a variety of topics of personal interest (<i>for example: self, friends, family</i>).
WL.MS.SHL.1.3	Elicits and expresses opinions, preferences, and emotions about a variety of topics (<i>for example: sports, music, personal interests</i>).
WL.MS.SHL.1.4	Uses appropriate level of formality and language based on situational context (<i>required: formal and informal situations</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.MS.SHL.2.1	Identifies the main idea and 2-3 supporting details from a variety of sources (<i>for example: characters, setting, and sequenced plot in short literary texts; email messages, voice mail, announcements</i>).
WL.MS.SHL.2.2	Interprets audio and written text (<i>for example: conversations, short discussions, interviews, newspaper articles</i>) using prior knowledge.
WL.MS.SHL.2.3	Answers questions about information presented or written in a variety of texts.
WL.MS.SHL.2.4	Follows oral and written directions, commands, and requests.
3. ORAL AND WRITTEN PRESENTATION	
WL.MS.SHL.3.1	Describes events or personal experiences with details.
WL.MS.SHL.3.2	Reports on familiar and unfamiliar topics (<i>required: expressive and informational modes</i>).
WL.MS.SHL.3.3	Uses effective public speaking strategies (<i>for example: eye contact, gestures, posture, intonation, pacing</i>).
WL.MS.SHL.3.4	Uses appropriate level of formality according to setting and intended audience (<i>for example: letter to a teacher vs. note to a friend; sharing vacation photos with friends vs. giving a formal presentation to a group of adults</i>).

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The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading. Each description outlines a particular range of ability/performance (communication functions, range of vocabulary, degree of accuracy, and flexibility that learners of a language are able to control) and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

4. CULTURAL COMPETENCE	
WL.MS.SHL.4.1	Demonstrates respect for people speaking different dialects (<i>for example: exhibits culturally acceptable responses when regional variations of Spanish are used</i>).
WL.MS.SHL.4.2	Compares regional variations of Spanish used in Spain and Latin America.
WL.MS.SHL.4.3	Reports on the geography, history, and development of Hispanic cultures and communities.
WL.MS.SHL.4.4	Compares tangible and intangible products and perspectives of own and target cultures.
WL.MS.SHL.4.5	Compares practices and perspectives of own and target cultures.
WL.MS.SHL.4.6	Uses culturally appropriate verbal and nonverbal behaviors (know “what to do when,” and “what to say while doing it”) in real or simulated family and social situations.
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.MS.SHL.5.1	Uses resources in the target language (<i>for example: reference materials, on-line resources, individuals, organizations, television/radio programs</i>) to compare perspectives (between the target culture and own culture) on topics studied in other classes (<i>for example: historical figures and events, treatment of animals, role of women</i>).
WL.MS.SHL.5.2	Organizes and presents new information acquired through media, technology, or print resources in the target culture (<i>for example: historical events, health issue, geography-travel</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL.MS.SHL.6.1	Communicates with peers and e-pals/pen pals about topics of personal and/or community interest (<i>for example: school-related activities, popular fashions</i>).
WL.MS.SHL.6.2	Identifies products and practices from the target culture in the local community and shares them with peers/classmates.
WL.MS.SHL.6.3	Attends (or views via media) cultural events and/or social activities and describes experience to others.