



World Languages Standard
Catalina Foothills School District
High School: Advanced Spanish for Heritage Learners (HS-ASHL)

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage Language Learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate High level of proficiency in listening comprehension and an Intermediate Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of Hispanic culture, such as language variations, 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.ASHL.1.1	Conveys and comprehends messages using effective strategies (<i>for example: self-correction, paraphrasing, body language, increased ability to circumlocute</i>).
WL.ASHL.1.2	Exchanges detailed information about actions/events with clarity (<i>required: use of past, present, future time frames</i>).
WL.ASHL.1.3	Analyzes problems and proposes solutions.
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.ASHL.2.1	Interprets and analyzes main ideas/themes and supporting details from written and oral passages (<i>for example: literature, live and recorded discussions, presentations, lectures on current and past events; required: draws inferences</i>).
WL.ASHL.2.2	Interprets subtleties of meaning (<i>for example: intent, humor, and tone</i>) in a variety of level-appropriate texts (<i>for example: radio/television segments, literary passages</i>), including idiomatic expressions and figurative language.
3. ORAL AND WRITTEN PRESENTATION	
WL.ASHL.3.1	Presents original written or oral work (<i>for example: a script, screenplay, story-telling, blogging, lyrics to a song, poem, short story</i>).
WL.ASHL.3.2	Uses correct format for diverse writing tasks (essays, business letters, research papers, bibliographies).
WL.ASHL.3.3	Presents main idea(s) and supporting details with organization and coherence.
WL.ASHL.3.4	Establishes and defends a point of view.
4. CULTURAL COMPETENCE	
WL.ASHL.4.1	Analyzes the impact of physical geography and climate on the products and practices of people in the target culture (<i>for example: clothing, food, use of public transportation, pastimes, music, the tradition of the siesta, work hours</i>).
WL.ASHL.4.2	Compares tangible and intangible products and perspectives of Spanish speaking cultures.
WL.ASHL.4.3	Compares practices and perspectives of Spanish speaking cultures.
WL.ASHL.4.4	Uses culturally appropriate verbal and nonverbal behaviors (know “what to do when,” and “what to say while doing it”) in real or simulated scenarios.

5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.ASHL.5.1	Exhibits appropriate and precise language by using online and paper resources from the target culture (<i>required: Spanish-Spanish dictionaries; for example: El diccionario de la lengua española published by the Royal Spanish Academy [RAE]</i>).
WL.ASHL.5.2	Discusses how key elements of topics studied in other subject areas related to those studied in the target language class (<i>for example: metric system, immigration, environmental issues, literature, the arts</i>).
WL.ASHL.5.3	Compares issues relating to political systems and international relations between countries where the target language is spoken and other countries.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.ASHL.6.1	Communicates with members of the local and global community about current events and cultural perspectives.
WL.ASHL.6.2	Shares with members of the school and community at large, knowledge of the Spanish language and culture (acquired by attending or viewing through media, cultural events, and social activities; <i>for example: dance, music, theater, visual arts</i>) by peer tutoring, making presentations, creating displays, participating in language clubs with non-native speakers, arranging panels of guest speakers, etc.).