



**World Languages Standard
Catalina Foothills School District
High School 2 (HS2)**

This course is for students who have acquired Novice High proficiency. Students will further develop the communication skills and cultural competence acquired in Spanish 1. Students will continue to use Spanish in all areas of communication (speaking, listening, reading and writing) with emphasis on the spoken language. The major means of communication between students and teacher will be in the target language. In this course students will continue to develop the skills and cultural competence necessary to communicate with native speakers. Students need to practice the language outside of the classroom and interact with authentic resources on a regular basis in order to achieve or exceed this course’s targeted levels of proficiency. The targeted proficiency level by the end of High School 2 is *Intermediate Low* for speaking, writing, and reading, and *Intermediate Mid* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS2.1.1	Exchanges information about a variety of familiar topics (<i>for example: family members and friends, classes and schedules, meals and foods, free time activities, preferences</i>).
WL.HS2.1.2	Asks and answers questions on familiar topics (<i>for example: daily routines, fashion, food; required: personal needs and wants, ¿Dónde...?, ¿Quién...?, ¿Cuánto(os)...?</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS2.2.1	Interprets the main idea(s) and some supporting details from level-specific print and non-print texts (<i>for example: public announcements, brochures, directions, posters, charts, graphs, agendas, schedules</i> dealing with basic personal and social needs).
WL.HS2.2.2	Uses listening and reading strategies to interpret meaning (<i>required: skimming and scanning, visual/contextual clues, cognates, intonation</i>).
3. ORAL AND WRITTEN PRESENTATION	
WL.HS2.3.1	Prepares and presents (in oral and written form) information about self, friends, and family (<i>required: preferences, daily routines, free-time activities, sports</i>).
WL.HS2.3.3	Writes short notes (email, invitations) or simple requests to obtain information (<i>for example: phone numbers, dates, locations</i>)
4. CULTURAL COMPETENCE	
WL.HS2.4.1	Compares tangible and intangible products and perspectives of own and target culture (<i>required: food, sports, travel and entertainment</i>).
WL.HS2.4.2	Compares practices and perspectives of own and target culture (<i>required: shopping, after-school activities, sports, and entertainment</i>)
WL.HS2.4.3	Interprets and uses culturally appropriate verbal and nonverbal behaviors (knows “what to do when,” and “what to say while doing it”) in real or simulated scenarios (<i>for example: greetings, leave takings, introductions, gestures</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS2.5.1	Performs grade level appropriate tasks in art (<i>for example: compares the styles of artists and artwork from the target culture with those of own culture</i>) and music (<i>for example: sings or plays authentic music, demonstrate styles of music or dance, creates music video and lyrics</i>) using information acquired in target culture resources.
WL.HS2.5.2	Performs geography tasks using information acquired in the target language (<i>required: target language countries/cities, major geographical features</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.

WL.HS2.5.3	Finds and reports information about current events of the target culture using a variety of sources (<i>for example: newspapers, internet articles, TV news stories</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS2.6.1	Uses the target language to provide information or services to individuals, the school, or the community (<i>for example: create holiday cards for the homeless, make cards for sick children in the community, prepare a short story and share with younger students</i>).
WL.HS2.6.2	Communicates with e-pals (<i>ePals Global Community</i>) or pen pals about topics of personal and/or community interest (<i>for example: school-related activities, popular fashions</i>).
WL.HS2.6.3	Recreates and performs cultural games, music, and activities for school and community celebrations (<i>for example: sports, mealtimes, routines, school life, holidays</i>) from target language countries.