



**World Languages Standard
Catalina Foothills School District
High School 5 (HS5)**

Advanced Placement Spanish Language will prepare students to demonstrate competence on the Advanced Placement Spanish Language exam. AP Spanish requires a sophisticated command of Spanish grammar and vocabulary and competence in listening, reading, speaking, and writing. The course will reflect the intellectual interests of the students such as arts, current events, and literature while following the prescribed Advanced Placement curriculum. The targeted proficiency level by the end of AP Spanish Language and Culture is *Intermediate High to Advanced Low* for speaking, writing, and reading, and *Advanced Low to Advanced Mid* for listening (based on the ACTFL Proficiency Guidelines).

| 1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL) | |
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| WL.HS5.1.1 | Exchanges detailed information about actions/events (<i>for example: current/historic events, personal life</i>) in extended conversations with clarity in order to convey his/her intended message. |
| WL.HS5.1.2 | Expresses and defends points of view. |
| WL.HS5.1.3 | Narrates and comprehends messages using effective strategies (<i>for example: self-correction, paraphrasing, body language, circumlocution</i>) |
| 2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE) | |
| WL.HS5.2.1 | Comprehends the main points and significant details from longer and more complex spoken and written passages from the target cultures (<i>for example: live and recorded discussions, presentations, lectures, newspaper and web-based articles, and literary text</i>). |
| WL.HS5.2.2 | Interprets outcomes and draws inferences from authentic oral and written materials (<i>for example: selected short stories, poetry, articles, personal correspondence, and simple technical material</i>). |
| 3. ORAL AND WRITTEN PRESENTATION | |
| WL.HS5.3.1 | Responds orally and in writing to a prompt on topics related to social issues, political systems, the arts, and the environment (<i>required: oral two-minute presentation and a formal essay written within a 40-minute time frame</i>). |
| WL.HS5.3.2 | Narrates, describes, and explains in major time frames (<i>for example: picture sequence</i>). |
| WL.HS5.3.3 | Justifies opinions by expressing thoughts with supporting details from at least two audio/written sources (<i>required: cites sources</i>). |
| 4. CULTURAL COMPETENCE | |
| WL.HS5.4.1 | Compares tangible and intangible products and perspectives of own and target culture (<i>required: news media, symbolism of color, economic systems, housing</i>). |
| WL.HS5.4.2 | Compares social practices and cultural perspectives in family, school, and community settings of own culture with those of the target cultures (<i>required: cultural relevance and historical context of traditions and celebrations, use of technology</i>). |
| WL.HS5.4.3 | Describes the cultural relevance and historical context of traditions and celebrations of target culture and compares to those of own culture [<i>required: Spain, Mexico & Central America, the Caribbean, the Southern Cone</i>]. |
| WL.HS5.4.4 | Adjusts behavior(s) based on context and cultural norms (<i>for example: appropriately accepts/refuses invitations; makes purchases/bargains; makes introductions based on social</i> |

CFSD/HS5; 6/10; 7/10– Approved by the Governing Board May 11, 2010

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.

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| | <i>norms; uses greetings in stores and restaurants).</i> |
| WL.HS5.4.5 | Describes the cultural relevance and historical context of traditions and celebrations of target culture and compares to those of own culture [<i>required: Spain, Mexico & Central America, the Caribbean, the Southern Cone</i>]. |
| 5. MAKING CONNECTIONS THROUGH LANGUAGE | |
| WL.HS5.5.1 | Uses television news programs and other media from the target culture to gather information on current events. |
| WL.HS5.5.2 | Adjusts/corrects linguistic skills using on-line and paper resources from the target culture (<i>required: Spanish-English</i>). |
| 6. COMMUNICATION ACROSS COMMUNITIES | |
| WL.HS5.6.1 | Uses community and online resources to research a topic related to culture and/or language study (<i>for example: current trends and issues – fashion, style, popular music, art, pastimes of the target culture</i>). |