



**World Languages Standard  
Catalina Foothills School District  
High School 3 (HS3)**

This course is for students who have acquired Intermediate Low proficiency. Students will enhance the communication skills and cultural competence developed in Spanish 1 & 2. Students will examine and utilize more advanced features of language and will begin to develop greater fluency in all areas of communication (speaking, listening, reading and writing). 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 3 is *Intermediate Mid* for speaking, writing, and reading, and *Intermediate High* for listening (based on the ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WL.HS3.1.1	Initiates, maintains, and concludes conversations in basic yet varied situations using verbal and non-verbal strategies ( <i>required: body language, facial expression, self correction, topical vocabulary</i> ).
WL.HS3.1.2	Elicits and expresses opinions on a variety of topics ( <i>required: preferences, personal information, desires, use of fixed phrases such as “I would like”, “I prefer”</i> ).
WL.HS3.1.3	Elicits and expresses desires for self and others ( <i>required: future plans</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WL.HS3.2.1	Interprets the main idea(s) and relevant supporting details from level-specific print and non-print texts ( <i>for example: short routine telephone conversations, routine announcements, and simple reports via the media, advertisements, and literary passages</i> ).
WL.HS3.2.2	Uses listening and reading strategies to interpret meaning ( <i>required: making inferences, skimming and scanning, visual/contextual clues, cognates, intonation</i> ).
<b>3. ORAL AND WRITTEN PRESENTATION</b>	
WL.HS3.3.1	Prepares and presents information about self, friends, and family ( <i>required: opinions, interests, preferences</i> ).
WL.HS3.3.2	Prepares and presents information about topics of interest from the target culture ( <i>for example: vacation spots, sports, free-time activities</i> ).
<b>4. CULTURAL COMPETENCE</b>	
WL.HS3.4.1	Compares tangible and intangible products and perspectives of own and target culture ( <i>required: music, sports, art, national parks</i> ).
WL.HS3.4.2	Compares practices and perspectives of own and target culture ( <i>required: friends, outdoor activities, and work</i> ).
WL.HS3.4.3	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: living with parents after high school, dating, marriage, social etiquette</i> ).

<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	
WL.HS3.5.1	Relates topics/concepts, information, and vocabulary studied in other subject areas to those studied in the target culture ( <i>for example: health and fitness, politics, arts, sports figures</i> ).
WL.HS3.5.2	Discusses issues/current events found in authentic resources ( <i>for example: television news programs/media, online resources</i> ).
WL.HS3.5.3	Performs geography tasks using resources acquired in the target language ( <i>required: major countries/cities/bodies of water, other geographical –physical and human features - and other significant points of interest where target language is spoken</i> ).
WL.HS3.5.4	Extracts the meaning of words in context by using a Spanish-English dictionary.
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WL.HS3.6.1	Attends/participates in or views cultural events (in the community, through media and technology) and describes to others ( <i>for example: activity log, oral or written summary</i> ).
WL.HS3.6.2	Uses target language resources, such as individuals and organizations in the community or those accessible through the Internet ( <i>ePals, Global Community, I-EARN</i> ), to analyze cultural trends and issues.