



**World Languages Standard  
Catalina Foothills School District  
High School 4 (HS4)**

This course is for students who have acquired Intermediate Low/Mid proficiency. Students will acquire more sophisticated communication skills and will develop a deeper understanding of Spanish-speaking cultures through advanced reading and topics for discussion and composition. The major means of communication between students and teacher will be in the target language. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact 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 4 is *Intermediate High* for speaking, writing, and reading, and *Advanced Low* for listening (based on the ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WL.HS4.1.1	Initiates, maintains, and concludes conversations using situation-appropriate verbal and non-verbal strategies ( <i>for example: paraphrasing, body language, facial expression, circumlocution, self correction, topical vocabulary</i> ).
WL.HS4.1.2	Exchanges opinions on a variety of topics ( <i>for example: self, family, interests, food, shopping, travel, literature</i> ).
WL.HS4.1.3	Elicits and expresses desires for self and others ( <i>required: goals, rights, and responsibilities, heritage</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WL.HS4.2.1	Interprets the main idea(s) and relevant details from level-specific print and non-print texts ( <i>for example: dialogs, short literary pieces, uncaptioned short television programs, short routine telephone conversations, routine announcements, simple reports via the media, advertisements, literary passages</i> ).
WL.HS4.2.2	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.HS4.3.1	Prepares and presents information about self, friends, and family ( <i>required: heritage, traditions, responsibilities</i> ).
WL.HS4.3.2	Presents original and culturally authentic stories, poems, songs, skits, and/or short plays in oral and written form using level appropriate vocabulary, themes, and topics.
<b>4. CULTURAL COMPETENCE</b>	
WL.HS4.4.1	Compares tangible and intangible products and perspectives of own and target culture ( <i>required: cooking utensils, music, clothing, housing</i> ).
WL.HS4.4.2	Compares practices and perspectives of own and target culture ( <i>required: impact of the history of indigenous cultures on family life, traditions, civil rights, responsibilities</i> ).
WL.HS4.4.3	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: greeting store clerks, handing [rather than tossing] objects to someone, avoiding use of offensive words, such as estúpido, using appropriate gesture to signal "come here"</i> ).
<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	

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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.HS4.5.1	Explains how key elements of topics/concepts studied in other subject areas relate to those studied in the target language class ( <i>for example: metric system, immigration, government, literature, the arts</i> ).
WL.HS4.5.2	Describes economic conditions of the target culture(s) and own culture ( <i>for example: standards of living, imports/exports, welfare systems</i> ).
WL.HS4.5.3	Performs geography tasks using information and resources acquired in the target language.
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WL.HS4.6.1	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.
WL.HS4.6.2	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> ).