

# HIGH SCHOOL SPANISH

## GRADES 9-12: COMMUNICATION AND CULTURE

### ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on May 8, 2018

# STANDARDS FOR SPANISH

## GRADES 9-12: COMMUNICATION AND CULTURE

### CULTURAL INQUIRY

WL.HS.SP.CC.1.1 Apply cultural inquiry behaviors and strategies when analyzing cultural products, practices and perspectives by using the target language and knowledge of culture to:

- Compare cultural products and practices (within own and other cultures and between own culture and others) in order to interpret cultural perspectives (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*) [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate];
- Use objective, value-neutral language to discuss issues as they relate to unique cultural contexts;
- Interact effectively and appropriately in some familiar contexts (*for example: in community events, restaurants, stores; through social media; with visitors to classroom or home, neighbors, substitute teachers*) [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate]; Note: Interactions in familiar contexts may be facilitated through simulations when necessary.
- Explain how own culture has shaped how he/she thinks and behaves (*for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking*);
- Describe his/her cultural identity(ies) along with related values and beliefs;
- Formulate questions to broaden understanding of own and/or other cultures (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*) (*required: using sentence stems such as ¿Por qué . . . ?, ¿Me pregunto si . . . ?, ¿Qué significa/indica/representa . . . ? ¿Qué crees que representa . . . ?*);
- Reformulate questions in response to information gathered.
- Formulate logical, valid inferences from information (*using sentence stems such as: me parece que..., se me hace que..., puede ser que..., me imagino que..., es posible que..., ¿será que..., creo que..., pienso que...*);
- Analyze patterns to make meaning from a body of information.

### COMMUNICATION: INTERPERSONAL (Two-Way Communication: Speaking/Listening, Writing/Reading)

WL.HS.SP.CC.2.1 Engage in conversations and discussions on a variety of topics (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*); Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Interpersonal Communication Rubric Continuum.

WL.HS.SP.CC.2.2 Enhance conversations by contributing ideas, asking/responding to questions, elaborating, providing examples, building upon or challenging others' comments, and providing evidence to support his/her point of view.

WL.HS.SP.CC.2.3 Apply active listening strategies to support two-way communication (*for example: verbal strategies [states agreement, repeats or restates ideas to show understanding, identifies commonalities, asks for or provides clarification] and nonverbal strategies [allows speaker to finish making a point before asking questions, maintains posture that communicates interest and attention]*).

WL.HS.SP.CC.2.4 Select and apply verbal and nonverbal communication strategies that conform to the norms of Spanish-speaking cultures (*for example: uses appropriate proximity or forms of address when speaking with others*).

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### **COMMUNICATION: INTERPRETIVE (One-Way Communication: Listening, Reading, Viewing)**

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WL.HS.SP.CC.3.1 Identify the main idea(s) and some supporting details in short straightforward texts and conversations (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*) [CFSD World Languages Rubric Continuum: Intermediate Mid].

WL.HS.SP.CC.3.2 Identify the main idea(s) and distinguish between important information and interesting facts in paragraph-length informational texts expressed in one or more time frames (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*) [CFSD World Languages Rubric Continuum: Intermediate High].

WL.HS.SP.CC.3.3 Interpret the purpose of authentic print and non-print texts on a variety of topics (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*) [CFSD World Languages Rubric: Intermediate High].

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### **COMMUNICATION: PRESENTATIONAL (One-Way Communication: Speaking, Writing)**

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WL.HS.SP.CC.4.1 Present information, findings, personal opinion, and supporting evidence on a variety of topics such that listeners/readers of diverse audiences can follow the line of reasoning (*required topics: ¿Qué es cultura?, Los jóvenes de hoy, La identidad nacional, #lavidadigital, La cultura pop*); Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Presentational Communication Rubric Continuum.

WL.HS.SP.CC.4.2 Engage audience through the use of effective presentational speaking/writing strategies (*for example: begin by explaining what the audience will get out of the presentation, structure presentation logically, use appropriate level of formality, limit the amount of text used on digital slides, use images that capture audience's interest, use visuals to reinforce main points, speak with enthusiasm and varied intonation, emphasize key words, pause periodically, maintain good posture, avoid distracting nervous habits, use gestures effectively, maintain eye contact, thank audience for their attention*).

WL.HS.SP.CC.4.3 Use a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats.

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### **COLLABORATION: COOPERATION AND FLEXIBILITY (Norms, Conflict Resolution)**

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WL.HS.SP.CC.5.1 Apply collaborative behaviors and strategies when interacting with others:

- Adhere to agreed-upon norms to ensure collaboration and sharing of ideas (*for example: listen with intent to understand, practice wait time, and suspend judgment while listening*) [CFSD DLP: Cooperation & Flexibility – Norms];
- Uses strategies to respectfully address challenges that arise within the group (*for example: using verbal/nonverbal communication [eye contact, open body language, tone of voice] and key expressions*)

*[Entiendo tu punto de vista..., Y tú, ¿qué piensas?] to prevent or resolve conflict between group members) [CFSD DLP: Cooperation & Flexibility – Conflict Resolution];*

- Set positive tone in words and actions [CFSD DLP: Cooperation & Flexibility - Conflict Resolution].

## **INTERCULTURAL COMMUNICATIVE COMPETENCE: SELF-REGULATION AND REFLECTION**

WL.HS.SP.CC.6.1 Apply strategies and behaviors for self-regulation and reflection regarding Intercultural Communicative Competence (ICC):

- Describe individual performance with regard to communication using descriptors from the CFSD World Languages Rubric Continuums (*required: for interpersonal speaking, interpretive listening/reading, or presentational writing/speaking*);
- Describe areas of individual strength and weakness regarding key ICC attitudes, knowledge, and skills:
  - *Attitudes [required: students will select focus area(s) based on individual progress] – respect, openness, curiosity, and/or risk-taking;*
  - *Knowledge [required: students will select focus area(s) based on individual progress] – self-awareness, general knowledge about culture, knowledge of own and other cultures, knowledge of others, and/or knowledge of global issues and trends;*
  - *Skills [required: students will select focus area(s) based on individual progress] – self-reflection skills, language skills, relationship building skills, critical thinking skills, and/or problem-solving skills;*
- Use feedback and reflection to evaluate how his/her own attitudes, knowledge, and skills affect intercultural communication;
- Set measurable, achievable goals for improvement in ICC that show growth over time (with teacher guidance).