



**World Languages Standard
Catalina Foothills School District
High School: Spanish for Heritage Learners (HS-SHL)**

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage Language Learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate Mid level of proficiency in listening comprehension however it is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking, and listening skills. The student will also develop an awareness and understanding of Hispanic culture, such as language variations, customs, geography, and current events. The targeted proficiency level by the end of Spanish for Heritage Learners is *Intermediate Mid to Advanced High/Superior* for speaking, writing, and reading, and *Intermediate High to Advanced High/Superior* for listening.

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.SHL.1.1	Conveys and comprehends messages using effective strategies (<i>for example: self-correction, paraphrasing, body language, circumlocution</i>).
WL.SHL.1.2	Uses standardized language when required by social, academic, and/or professional setting.
WL.SHL.1.3	Exchanges detailed information about actions/events.
WL.SHL.1.4	Elicits and expresses opinions on a variety of topics (<i>for example: current events, pop culture, personal interests</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.SHL.2.1	Interprets main ideas/themes and supporting details from written and oral passages (<i>for example: literature, class discussions, presentations, lectures on current and past events</i>).
WL.SHL.2.2	Interprets meaning from text using personal/prior knowledge.
WL.SHL.2.3	Makes plausible predictions based on what was read or heard.
3. ORAL AND WRITTEN PRESENTATION	
WL.SHL.3.1	Presents written and oral work on familiar topics (<i>required: cites sources</i>).
WL.SHL.3.2	Uses appropriate register based on audience/context (<i>for example: note to parent, letter to teacher, speech to a school board, presentation of vacation highlights to peers</i>).
4. CULTURAL COMPETENCE	
WL.SHL.4.1	Demonstrates respect for people speaking different dialects (<i>for example: exhibits culturally acceptable responses when regional variations of Spanish are used</i>).
WL.SHL.4.2	Compares the geography, climate and major points of interest in Spain with those found in other Spanish-speaking countries (<i>required: the Caribbean and Mexico</i>).
WL.SHL.4.3	Compares tangible and intangible products of Spanish speaking cultures.
WL.SHL.4.4	Compares practices and perspectives of Spanish speaking cultures.
WL.SHL.4.5	Uses culturally appropriate verbal and nonverbal behaviors (know “what to do when,” and “what to say while doing it”) in real or simulated scenarios.
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.SHL.5.1	Uses television news programs and other media from the target culture to gather information on current events.
WL.SHL.5.2	Exhibits appropriate and precise language by using on-line and paper resources from the

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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.

	target culture (<i>for example: Spanish-English dictionary, Spanish-Spanish dictionary, online forums such as Word Reference.</i>
WL.SHL.5.3	Compares economic, political, and social conditions of the target culture(s) and own culture (<i>for example: standards of living, imports/exports, welfare systems</i>).
WL.SHL.5.4	Selects visuals and media that support or enhance presentations.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.SHL.6.1	Communicates with peers in the target culture (pen pals, e-pals, electronic message boards) on a variety of topics related to personal interest.
WL.SHL.6.2	Attends or views via media, cultural events and social activities (<i>for example: dance, music, theater, visual arts</i>).
WL.SHL.6.3	Explores professions that employ educated native speakers of Spanish (<i>for example: doctors, lawyers, administrative assistants, paralegals, journalists, translators, and interpreters</i>).

