



**World Languages Standard
Catalina Foothills School District
High School 1 (HS1)**

This introductory language course is for students who have no previous Spanish or who have not yet acquired the proficiencies addressed in CFHS Spanish 1. Although all areas of communication (speaking, listening, basic reading and writing) will be addressed, our approach emphasizes the spoken language. The major means of communication between students and teacher will be in the target language. In this course students will begin 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 1 is *Novice High* for speaking, writing, and reading, and *Intermediate Low* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS1.1.1	Exchanges information about family, friends, and activities with simple descriptions (<i>for example: personal interests - likes, dislikes, activities, special events; required: what to do, where to go, and when to meet; for example: make plans to do something with someone - shopping, movie, games, party; invite someone to go somewhere; state date and time, weather</i>).
WL.HS1.1.2	Asks and answers questions about personal needs and wants (<i>for example: daily routines, food, clothes; How do you say...? What does... mean? May I...?</i>).
WL.HS1.1.3	Gives and follows directions and requests for participating in classroom activities (<i>for example: participating in classroom activities, how to get from one place to another, where something is located</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS1.2.1	Interprets the main idea(s) and some supporting details from a variety of novice to intermediate-level print and non-print texts dealing with basic personal and social needs (<i>for example: brochures, directions, posters, charts, graphs, agendas, schedules</i>).
WL.HS1.2.2	Uses listening and reading strategies to interpret meaning (<i>required: skimming and scanning, visual/contextual clues, cognates, intonation</i>).
3. ORAL AND WRITTEN PRESENTATION	
WL.HS1.3.1	Prepares and presents information about self, friends, and family (<i>required: routines, free-time activities, sports, name, family members, likes/dislikes</i>).
WL.HS1.3.2	Explains, in oral and written form, activities/events that take place in daily life in the target culture (<i>required: routines, free-time activities, sports</i>).
4. CULTURAL COMPETENCE	
WL.HS1.4.1	Compares tangible and intangible products and perspectives of own and target culture (<i>required: clothing, food, expressive music and art</i>).
WL.HS1.4.2	Compares practices and perspectives of own and target culture (<i>for example: celebrations, shopping, after-school activities, games, friends</i>).
WL.HS1.4.3	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: family, community, school</i>).

CFSD/HS1; 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.

5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS1.5.1	Classifies, labels, and organizes information/data across disciplines in the target culture (<i>for example: classifies countries by language spoken, labels colors/shapes, graphs individual likes/dislikes, draws a time line of important historical events</i>).
WL.HS1.5.2	Performs geography tasks using information acquired in the target language (<i>required: major countries/cities and geographical features where target language is spoken</i>).
WL.HS1.5.3	Finds and shares information about current events of the target culture (<i>for example: newspapers, internet articles, TV news stories</i>).
WL.HS1.5.4	Uses the metric system to measure height, weight and distance.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS1.6.1	Communicates with native-speaking peers of the target culture (<i>for example: ePals, iChat, Skype, sister school program, etc.</i>).
WL.HS1.6.2	Locates and reports on foods, restaurants, shops and services of the target culture in the community.
WL.HS1.6.3	Creates a simple questionnaire and interviews a native speaker (<i>preferably close to the same age</i>) in the target language (<i>for example: free time activities, daily routines, favorite movies/performers</i>).