21st Century Learning Standard for World Languages
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 ranges from *Intermediate Mid to Intermediate High* for speaking, writing, and reading, and *Intermediate High to Advanced Low* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS4.1.1	Initiates, maintains, and concludes conversations using situation-appropriate verbal and non-verbal strategies *(for example: paraphrasing, body language, facial expression, circumlocution, self correction, topical vocabulary)*.
WL.HS4.1.2	Discusses and exchanges opinions on a variety of topics *(for example: self, family, interests, food, shopping, travel, literature)*.
WL.HS4.1.3	Elicits and expresses desires for self and others (goals, future plans/career/profession).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS4.2.1	Interprets main idea(s) and supporting details from a variety of audio and written texts *(for example: conversations, dialogs, monologues, narratives, literature, film clips, uncaptioned short television programs)* which may contain unfamiliar vocabulary.
WL.HS4.2.2	Makes inferences based on what is suggested through language in longer and more complex written and oral discourse.
WL.HS4.2.3	Differentiates literary elements, such as plot, theme, setting, and characters from a variety of texts.
3. ORAL AND WRITTEN PRESENTATION	
WL.HS4.3.1	Reports on topics of interest and/or personal experiences using effective visual and technological support as appropriate *(for example: customs and traditions from the Spanish-speaking world, current and historical events)*.
WL.HS4.3.2	Presents original and culturally authentic stories, poems, skits, and/or short plays in oral and written form using level appropriate vocabulary, themes, and topics.
4. CULTURAL COMPETENCE	
WL.HS4.4.1	Analyzes the impact of physical geography and climate on the products and practices of people in the target culture *(for example: clothing, food, use of public transportation, pastimes, music, the tradition of the siesta, work hours)*.
WL.HS4.4.2	Compares products, perspectives, and practices (Universals of Culture) of own culture and target cultures *(required: Spain, Puerto Rico, Argentina, Guatemala)*.

5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS4.5.1	Discusses how key elements of topics/concepts studied in other subject areas relate to those studied in the target language class *(for example: metric system, immigration, government, literature, the arts)*.
WL.HS4.5.2	Describes economic conditions of the target culture(s) and own culture *(for example: standards of living, imports/exports, welfare systems)*.
WL.HS4.5.3	Performs geography tasks using information and resources acquired in the target language.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS4.6.1	Uses target language resources, such as individuals and organizations in the community or those accessible through the Internet (*ePals, Global Community*, I-EARN), 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 *(for example: activity log, oral or written summary)*.

The ACTFL proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing. Each description is a representative sample of 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.