



World Languages

WL21 (WL20A/B) Spanish

Level I

The Mesa Public Schools World Languages Standards Implementation documents utilize the following resources:

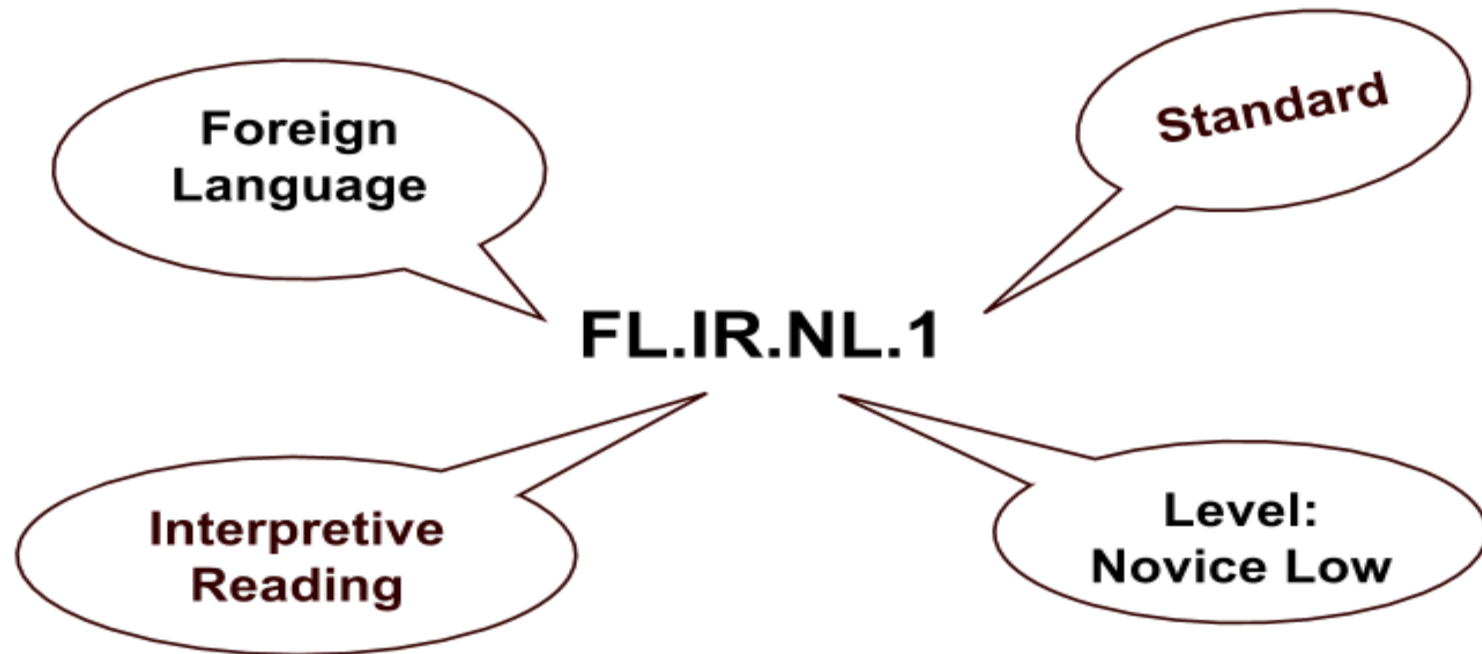
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

These documents are to assist in preparing students with the ability to interact confidently by developing the language performance they will need for the 21st Century and a globalized economy. Arizona's World and Native Language Standards were designed to describe language performance using Performance Descriptors set by the American Council on The Teaching of Foreign Languages (ACTFL) for Language Learners . The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (novice, intermediate, and advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

Language Level I

A Spanish Level I language learner will demonstrate the overall features of a Novice range most of the time or all of the time. In a proficiency context, a Level I language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed language use, will be rated Novice High.

Coding



Course #: WL21(WL20A/B) Course Name: Spanish I Prerequisites: None	Grade Level: High School (Jr. High) Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: Introduces students to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares students to begin to read, write, speak and understand the language.	

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – INTERPRETIVE

Domains	Novice Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).
Text/Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	Sometimes comprehends some highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> ● Skim and scan ● Rely on visual support and background knowledge ● Predict meaning based on context, prior knowledge, and/or experience

	<p>For alphabetic languages:</p> <ul style="list-style-type: none"> ● Rely on recognition of cognates ● May recognize word family roots, prefixes and suffixes
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – INTERPERSONAL

Domains	Novice Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.
Contexts/Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures ● Repeat words ● Resort to first language ● Ask for repetition ● Indicate lack of understanding
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Novice Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	<p>Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>
Contexts/Content	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners.</p>
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures ● Repeat words ● Resort to first language ● Ask for repetition ● Indicate lack of understanding

Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.
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Arizona World Language Strand

Interpersonal Communication (IC):

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource Theme (Intranet)
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Communicate on some very familiar topics using single words and phrases that have been practiced and learned.	greet people in a polite way.	<u>Realidades 1</u> (R1) Temas 1a-7b Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories
	Novice Mid	1. Communicate on very familiar topics using a variety of words and phrases that have been practiced and learned.	introduce themselves and others and exchange some personal information. ask and answer a variety of simple questions. make some simple statements in a conversation.	
	Novice High	1. Communicate and exchange information about familiar topics using phrases and simple sentences. 2. Carry out short social interactions in everyday situations by asking and answering simple questions.	communicate basic information about themselves and people they know, and their everyday life. exchange information using texts, graphs, or pictures. ask for and give simple directions.	

			make plans and interact with others in everyday situations.	
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Arizona World Language Strand

Interpretive Listening (IL):

Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource /Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Recognize a few familiar words or phrases.	occasionally identify the sound of a character or a word.	<u>Realidades 1</u> (R1) R1: Temas 1a-7b
	Novice Mid	1. Recognize some familiar words and phrases.	understand isolated words that are memorized, particularly when accompanied by gestures or pictures.	Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories
	Novice High	1. Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.	recognize and sometimes understand basic information in words and phrases that have been memorized or learned for specific purposes. understand a few courtesy phrases. sometimes understand simple questions or statements on familiar topics and the main topic of conversations overheard. understand simple information	

			when presented with pictures and graphs.	
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Arizona World Language Strand

Interpretive Reading (IR):

Understand, interpret, and analyze what is read or viewed on a variety of topics.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Recognize a few letters or characters and learned words or phrases.	recognize a few letters, characters, words, and phrases.	<u>Realidades 1</u> (R1) R1: Temas 1a-7b
	Novice Mid	1. Recognize and understand some characters, words, and phrases.	connect some words, phrases, or characters to their meanings. usually understand short simple messages on familiar topics with the help of pictures or graphs.	Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community
	Novice High	1. Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.	sometimes understand short, simple descriptions. sometimes understand the main idea of published materials.	Extracurricular Activities Family House and Chores Clothing and Accessories

			understand simple, every day notices in public places on topics that are familiar.	
Intermediate (I) Can create with language, ask and answer, simple questions on familiar topics, and handle a simple situation or transaction.	Intermediate Low	1. Understand the main idea of short and simple texts when the topic is familiar.	understand messages in which the writer tells or asks about topics of personal interest. identify some simple information needed on forms. identify some information from news media.	<u>Realidades 1</u> (R1) R1: Temas 1a-7b Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories

Arizona World Language Strand

Presentational Speaking (PS):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Present information about self and other familiar topics using single words or practiced phrases.	recite short memorized phrases, parts of poems, rhymes, words, and phrases that have been learned. state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. introduce themselves to a group. present information about themselves and others using words and phrases.	<u>Realidades 1</u> (R1) R1: Temas 1a-7b Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories
	Novice Mid			

<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	<p>Novice High</p>	<p>1. Present information about self and some other familiar topics using a variety of words, phrases, and practiced expressions.</p> <p>1. Present basic information on familiar topics using learned phrases and simple sentences.</p>	<p>express likes and dislikes using words, phrases, and memorized expressions.</p> <p>present information about familiar items in their immediate environment.</p> <p>talk about their daily activities using words, phrases, and memorized expressions.</p> <p>present simple information about something learned using words, phrases, and memorized expressions.</p> <p>present information about their life using phrases and simple sentences.</p> <p>tell about a familiar experience or event using phrases and simple sentences.</p> <p>present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <p>present information about others using phrases and simple sentences.</p>	<p><u>Realidades 1</u> (R1) R1: Temas 1a-7b</p> <p>Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories</p>
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Arizona World Language Strand

Presentational Writing (PW):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Copy some familiar words, characters, or phrases.	copy some characters or letters and words they see on the wall or board, in a book, or on the computer. write words and phrases that have been learned.	Realidades <u>1</u> (R1) R1: Temas 1a-7b Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories
	Novice Mid	1. Write lists and practiced phrases on familiar topics.	label familiar people, places, and objects in pictures and posters. fill out a simple form with some basic personal information.	

<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	<p>Novice High</p>	<p>1. Write short messages and notes using phrases and simple sentences on topics related to everyday life.</p>	<p>write about themselves using learned phrases and memorized expressions.</p> <p>list their daily activities and write lists that help in their day-to-day life.</p> <p>write notes about something they have learned using lists, phrases, and memorized expressions. write information about their daily life in a letter, blog, discussion board, or email message.</p> <p>write short notes using phrases and simple sentences.</p> <p>write about a familiar experience or event using practiced material.</p>	<p><u>Realidades 1</u> (R1) R1: Temas 1a-7b</p> <p>Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories</p>
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Arizona World Language Strand

Cultures (CUL):

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice	<p>1. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, and traditions).</p> <p>2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games,</p>	<p>compare and contrast some common products of other cultures and their own mostly in L1.</p> <p>explore and reference current and past examples of authentic culture mostly in L1.</p> <p>compare and contrast some behaviors or practices of other cultures and their own mostly in L1.</p> <p>describe some basic cultural viewpoints mostly in L1.</p>	<p><u>Realidades 1</u> (R1) R1: Temas 1a-7b</p> <p>Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories</p>

		and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	<p>make some generalizations about a culture mostly in L1.</p> <p>handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p> <p>recognize and refer to elements of traditional and pop culture in L1.</p>	
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Arizona World Language Strand

Connections (CON):

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice	1. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).	<p>label familiar people, places, and objects in pictures and posters.</p> <p>list the main cities of a specific country and locate places on maps.</p> <p>identify healthy nutritional categories, simple labels on a science related graph, artists, titles, genres, and categories on any graph.</p>	<p><u>Realidades 1</u> (R1) R1: Temas 1a-7b</p> <p>Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories</p>

Arizona World Language Strand

Comparisons (COMP):

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource Theme (Intranet)
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice	<p>1. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).</p> <p>2. Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).</p>	<p>compare some grammatical structure, words, and meanings of the target language with their own language in L1.</p> <p>compare historical information, cultural aspects, and celebrations from the target culture with their own in L1.</p>	<p><u>Realidades 1</u> (R1) R1: Temas 1a-7b</p> <p>Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories</p>

Arizona World Language Strand

Communities (COM):

Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource Theme (Intranet)
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	1. Communicate using keywords and phrases in the target language within the school setting (and beyond, as applicable). 2. Participate in simple activities and cultural events within the school setting (and beyond, as applicable).	use memorized and practiced vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting. sometimes describe where they work and what they do in L2.	<u>Realidades 1</u> (R1) R1: Temas 1a-7b Introduction to Spanish Spanish Writing System Geography Likes and Dislikes School and Classroom Food and Restaurant Community Extracurricular Activities Family House and Chores Clothing and Accessories