



World Languages

WL22 Spanish

Level II

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

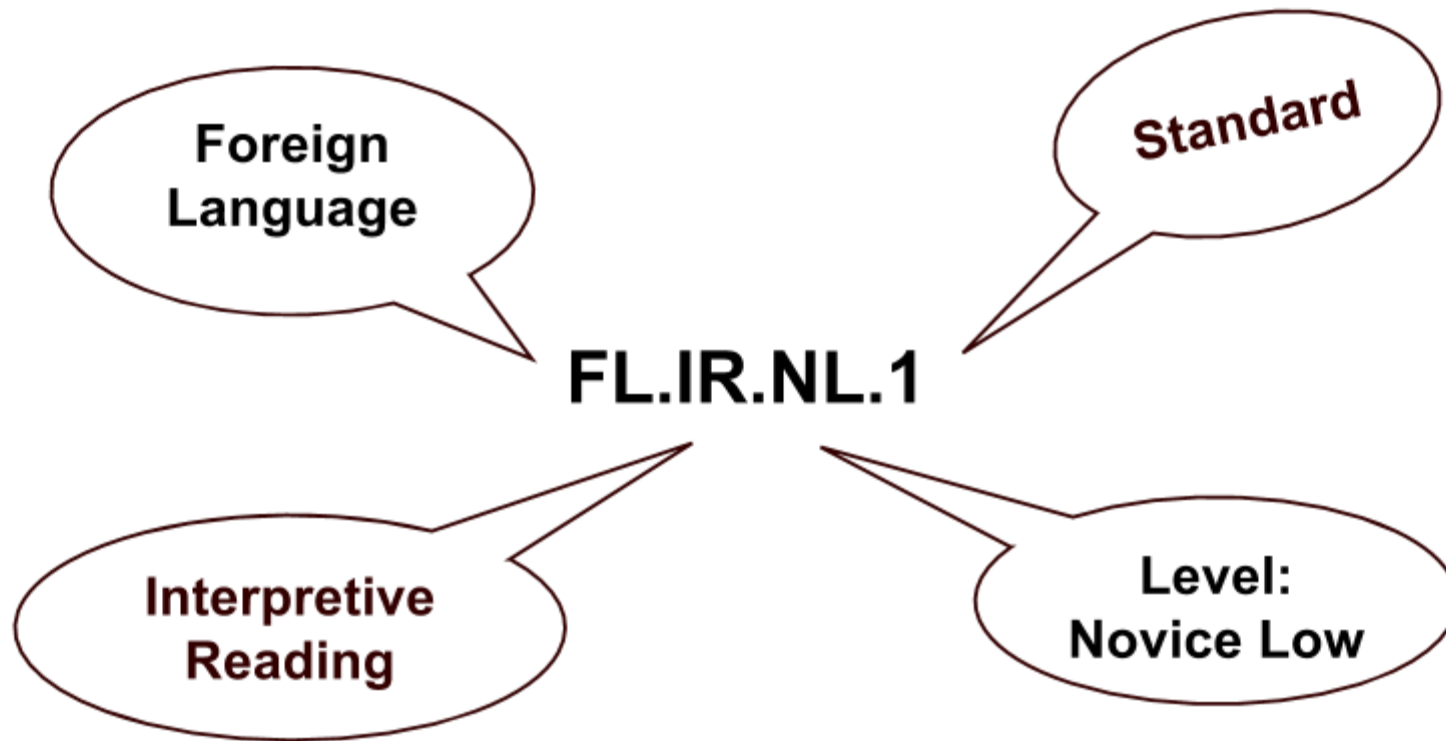
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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 II

A Spanish Level II language learner will demonstrate the overall features of a Novice-High range to an Intermediate-Low, most of the time or all of the time. In a proficiency context, a Level II 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



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| Course #: WL22(WL20C/D) Course Name: Spanish II Prerequisites: Level I Proficient | Grade Level: High School (Jr. High) Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem) |
| Course Description: Application of language skills in reading, writing, and conversation. Level I skills are reviewed and maintained. Appropriate cultural components are studied. | |

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPRETIVE

| Domains | Novice Range | Intermediate 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. | Understands main ideas and some supporting details on familiar topics from a variety of texts. |
| 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. | Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text. |
| Contexts/ Content | Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences). | Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests. |
| 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. | Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order. |

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| Language Control | <p>Primarily relies on vocabulary to derive meaning from texts.</p> <p>May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p> | <p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.</p> <p>May derive meaning by:</p> <ul style="list-style-type: none"> • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language |
| Vocabulary | <p>Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.</p> | <p>Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p> |
| Communication Strategies | <p>May use some or all of the following strategies to comprehend texts:</p> <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 | <p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> • Recognize radicals |
| Cultural Awareness | <p>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.</p> | <p>Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p> |

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPERSONAL

| Domains | Novice Range | Intermediate 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. | Expresses and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life. |
| 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. | Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.” |
| 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. | Able to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics. |
| Text/Type | Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions. | Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversation. |
| 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. | Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners. |

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| | Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty. | |
| Vocabulary | Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions. | Communicates using high frequency and personalized vocabulary within familiar themes or topics. |
| 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 | <p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently:</p> <ul style="list-style-type: none"> ● Ask questions ● Ask for clarification ● Self-correct or restate when not understood ● Circumlocute |
| 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. | Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations. |

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – PRESENTATIONAL

| Domains | Novice Range | Intermediate Range |
|------------------|---|--|
| | Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. | Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences. |
| 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> | <p>Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.</p> <p>May show emerging evidence of the ability to tell or retell a story and provide additional description.</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> | <p>Creates messages in contexts relevant to oneself and others, and one’s immediate environment.</p> <p>May show emerging evidence of the ability to create messages on general interest and work-related topics.</p> |
| Text/Type | Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions. | Produces sentences, series of sentences, and some connected sentences. |
| 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 by those accustomed to dealing with language learners, however at times with difficulty.</p> | <p>Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p> |
| Vocabulary | Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions. | Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied. |

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| 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 | <p>May use some or all of the following strategies to maintain communication and maintain audience interest:</p> <ul style="list-style-type: none"> ● Show an increasing awareness of errors and able to self-correct or edit ● Use phrases, imagery, or content ● Simplify ● Use known language to compensate for missing vocabulary ● Use graphic organizer ● Use reference resources as appropriate |
| Cultural Awareness | <p>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.</p> | <p>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</p> |

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 |
|--|--------------------------|--|--|---|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence. | 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. | exchange information using texts, graphs, or pictures. ask for and give simple directions. make plans with others. interact with others in everyday situations. | <u>Realidades 2</u> (R2) R2: 1A-7B Daily Life School Celebrations Community Childhood Travel |
| Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction. | Intermediate Low | 1. Participate in conversations on familiar topics by using simple sentences. 2. Carry out short social interactions in everyday situations by asking and answering simple questions. | have a simple conversation on a number of everyday topics. ask and answer questions on factual information that is familiar to them. | <u>Realidades 2</u> (R2) R2: 1A-7B Daily Life School Celebrations Community Childhood Travel |

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 |
|---|--------------------------|--|--|--|
| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p> | Novice High | 1. Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard. | <p>sometimes understand simple questions or statements on familiar topics.</p> <p>understand simple information when presented with pictures and graphs.</p> <p>sometimes understand the main topic of conversations that they overhear.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |
| <p>Intermediate (I) Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.</p> | Intermediate Low | 1. Understand the main idea in short, simple messages, presentations and overheard conversations on familiar topics. | understand questions and simple statements on everyday topics when they are part of the conversation. | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |

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 |
|---|-------------------|---|--|---|
| Intermediate Can create with language, ask, and answer, simple questions on familiar topics and handle a simple situation or transaction. | Intermediate Mid | 1. Understand the main idea of texts related to everyday life, personal interests and studies. | understand basic information in ads, announcements, and other simple texts. | <u>Realidades 2</u> (R2) R2: 1A-7B Daily Life School Celebrations Community Childhood Travel |
| | Intermediate High | 1. Understand the main idea of texts related to everyday life, personal interests and studies. 2. Sometimes follow stories and descriptions about events and experiences in various time frames. | read simple written exchanges between other people. sometimes follow short, written instructions when supported by visuals. | |

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 |
|--|-----------------------------|---|--|--|
| <p>Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.</p> | <p>Intermediate Low</p> | <p>1. Present information on familiar topics by using a series of simple sentences.</p> | <p>talk about people, activities, events, and experiences.</p> <p>express needs and wants.</p> <p>present information on plans, instructions and directions.</p> <p>present short skits in present, past and future.</p> <p>express preferences on topics of interest.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |

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 High | 1. Write short messages and notes using phrases and simple sentences on topics related to everyday life. | write short notes using phrases and simple sentences. write about a familiar experience or event using practiced material. write basic information about things they have learned. | <u>Realidades 2</u> (R2) R2: 1A-7B Daily Life School Celebrations Community Childhood Travel |
| Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction. | Intermediate Low | 1. Write and share short messages about familiar topics using a series of simple sentences. | write about people, activities, events, and experiences. prepare materials for a presentation. write about topics of interest to them. write basic information on how to make or do something. | <u>Realidades 2</u> (R2) R2: 1A-7B Daily Life School Celebrations Community Childhood Travel |

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| | | | write questions to obtain information. | |
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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, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).</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> <p>compare and contrast some common products of other cultures and their own.</p> <p>explore and reference current and past examples of authentic culture in L2.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |

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| <p>Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.</p> | <p>Intermediate</p> | <p>1. Investigate and describe similarities and difference (e.g., holidays, family life, historical and contemporary figures) to understand one’s own and others’ ways of thinking in practices, products, and perspectives used across cultures.</p> <p>2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).</p> | <p>compare and contrast some behaviors or practices of other cultures and my own in L2.</p> <p>describe some basic cultural viewpoints.</p> <p>make some generalizations about a culture.</p> <p>handle short interactions with peers and colleagues in familiar situations at school, work, or play in L2.</p> <p>recognize and refer to elements of traditional and pop culture.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</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 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |
| <p>Intermediate (I) Can create with language, ask, and answer simple questions on familiar</p> | Intermediate | 1. Access and interpret information in the target language on familiar topics and use it to reinforce and | use the language to meet their basic needs in familiar situations in L2. | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School</p> |

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| topics and handle a simple situation or transaction. | | further knowledge in other content areas. | <p>give a short presentation on a famous person, landmark, or cultural event in L2.</p> <p>share their reactions about a current event and explain why the event is in the news in L1 sometimes in L2.</p> | <p>Celebrations</p> <p>Community</p> <p>Childhood</p> <p>Travel</p> |
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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 |
|--|-------------------|--|---|---|
| <p>Novice (N)</p> <p>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</p> | compare some grammatical structure, words, and meanings of the target language with their own language. | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life</p> <p>School</p> <p>Celebrations</p> <p>Community</p> <p>Childhood</p> <p>Travel</p> |

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| | | target culture with his/her own culture (as applicable). | | |
| <p>Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.</p> | <p>Intermediate</p> <p>Intermediate</p> | <p>1. Explain and compare features of target language (e.g., language patterns, expressions, sentence structures) with his/her own language (as applicable).</p> <p>2. Compare and contrast familiar topics (e.g., geography, history, and the arts) and discuss the impact on the target culture and one’s own culture (as applicable).</p> | <p>compare historical information, cultural aspects, and celebrations from the target culture with their own sometimes in L2.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</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 |
|---|-------------------|--|---|--|
| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p> | Novice | <p>1. Communicate using keywords and phrases in the target language within the school setting (and beyond, as applicable).</p> <p>2. Participate in simple activities and cultural events within the school setting (and beyond, as applicable).</p> | <p>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.</p> <p>sometimes describe where they work and what they do in L2.</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> <p>Daily Life School Celebrations Community Childhood Travel</p> |
| <p>Intermediate (I) Can create with language, ask, and</p> | Intermediate | <p>1. Use expanded vocabulary and structures in the target language to access and</p> | <p>use expanded vocabulary and structures in the target language to access and interact with different</p> | <p><u>Realidades 2</u> (R2) R2: 1A-7B</p> |

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| <p>answer simple questions on familiar topics and handle a simple situation or transaction</p> | | <p>interact with different media and community resources within the school setting (and beyond, as applicable).</p> <p>2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).</p> | <p>media and community resources within and beyond the school setting in L2.</p> | <p>Daily Life School Celebrations Community Childhood Travel</p> |
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